CALIFORNIA EDUCATION

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Superintendent of Public Instruction

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THE COVER PHOTO—These girls are "in school" in a 351-acre outdoor classroom! Their school is Lokoya, Marin County's first nature campus for science and conservation education. What the pupils learn during their five days at Lokoya—and why the future of outdoor education seems limitless—is told in an article beginning on page 7.

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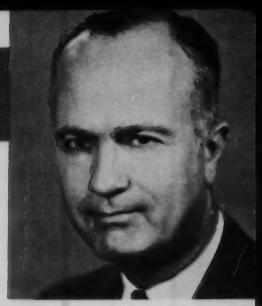
FROM THE SUPERINTENDENT

EDUCATION IN DEPTH

BARNEY FITZPATRICK
SECTION EDITOR



MAX RAFFERTY

LOYALTY DAY . . .

By a joint resolution of the Congress dated July 18, 1958, May 1 was designated Loyalty Day. This special day offers the schools of California an opportunity to make a substantial contribution toward the development of a true dedication, devotion, and loyalty to the principles embodied in our Constitution.

When the President of the United States proclaimed May 1 as Loyalty Day, he called upon all patriotic, civic, and educational organizations to observe the day "in schools and other suitable places with appropriate ceremonies in which all of our people may join in a reaffirmation of their loyalty to the United States of America.

State Superintendent of Public Instruction Max Rafferty urges each school in the state to observe Loyalty Day in an appropriate manner.

BOOKS FROM MEXICO . . .

As a result of Superintendent Rafferty's visit to Baja California last fall, the Department of Education has been given a shipment of textbooks used in the public schools of Mexico. Staff members in the Los Angeles Office of the Department of Education are evaluating the textbooks for the elementary grades in terms of subject matter and levels of difficulty so as to equate them with the curriculum offerings in California. It is hoped that these textbooks can be used to help newly arrived students from Mexico make an easier transition to the English language without regressing academically during the adjustment period.

The Mexican government shipped 15 sets of 30 textbooks each, and if they prove to be a valuable source of educational materials, additional sets may be made available to California school districts having a sizable number of Mexican students formerly enrolled in schools in Mexico. Since California's Superintendent of Public Instruction has shown a personal interest in this project, it is expected that Mexico's Minister of Education, Augustin Yanez, will fulfill any requests for additional sets.

DEMOCRACY IN ACTION . . .

Children in the first, second, and third grades are not too young to show an interest in representative government, as was hearteningly portrayed when pupils in the Pollock Pines Elementary School decided to elect a student council. The campaign and election rated banner headlines in *The Mountain Democrat*, which serves the Placerville area. The newspaper began its report of the experiment in government at the primary level in this way:

> "Democracy in action" was never more vividly—nor more movingly—demonstrated than it was recently at Pollock Pines school when pupils in the three-grade, eight-classroom school conducted a campaign rally and election of officers for a student council for their school. These events climaxed weeks of work and preparation in which every pupil in the school participated.

As reported in *The Mountain Democrat*, teachers were involved only to the extent of being available for requested advice and information and for providing the required materials. As a "good luck—get started" gift, the Pinewood School, which is composed of the three upper grades, donated $50 to Pollock Pines' student treasury.

ANNIVERSARY . . .

The State Educational Agency for Surplus Property will be twenty years old on July 1. To mark its birthday, this unit of the Division of Public School Administration in the Department of Education will open the largest warehouse of its kind in the nation. Under a first-of-its-kind cooperative agreement with the Department of Health, Education, and Welfare and the General Services Administration, the state agency has leased a warehouse within the Federal Service Center as the new home for its Los Angeles division.

This newly acquired warehouse provides the state agency with 200,000 square feet of inside storage, plus a like amount of fenced outside storage area. Approximately half the property distributed by the state agency will be handled at this new facility.

Since its creation by the Legislature at the First Extraordinary Session of 1946, the state agency has handled the distribution of federally donated food and hardware valued at nearly $400 million. By far the largest single beneficiary of the program has been California's public schools.

DEPARTMENT NEWS . . .

C. Carson Conrad, Chief of the Bureau of Health, Physical Education, and Recreation since 1954, has been named by the U.S. Junior Chamber of Commerce as one of America's top three physical fitness leaders for 1965.

He was cited for "tremendous contributions" to the efforts of public schools and voluntary agencies to expand physical fitness programs. Congratulations, "Casey"!

John N. Given has been appointed Acting Chief of the Bureau of Junior College General Education in the Department of Education. Dr. Given, President of the Los Angeles Junior College of Business from 1950 to 1962, was employed as a legislative advocate for the California Junior College Association prior to joining the Department. During his career, which began in 1924, Dr. Given has been a supervisor of school-community vocational relations, supervisor of business education, and teacher of commercial education subjects in the schools in Los Angeles.

The University of Southern California granted him both a bachelor's and a master's degree; the University of California, Los Angeles, granted him his doctorate.

Henry M. Gunn has been granted a leave of absence from San Jose State College to serve as Acting Chief of the Bureaus of Elementary and Secondary Education for the remainder of the school year.

For his lengthy service to public education, Dr. Gunn has received distinguished service awards from the American Association of School Administrators and the California Association of School Administrators.

Dr. Gunn is a graduate of Oregon College of Education and received his B.S. degree from the University of Oregon in 1928 while he was an elementary school principal in Portland. From 1940 to 1944, he was assistant superintendent of schools in Portland. He served one more year in Oregon as superintendent of schools in Eugene before joining the faculty at the University of Southern California as professor of education. From 1947 to 1950, he returned to his alma mater, Oregon College of Education, as president.

For 12 years he was superintendent of the Palo Alto City Unified School District, and during those years he also took an intense interest in civic and community affairs. In recognition of his contributions to the community, he was named Palo Alto Citizen of the Year. In 1964 a high school was built and named in his honor. Dr. Gunn is married, and he and his wife have three children.

DEPARTMENT PUBLICATIONS . . .

Educational Programs for Orthopedically Handicapped Children, Including the Cerebral Palsied, in California Schools. This 1965 publication answers questions frequently asked by people who want to know what is being done to encourage habilitation of the handicapped child. Typical questions are the following: What are some educational goals for orthopedically handicapped children? What can be done to promote home-school cooperation? Where may schools be established? The price for this 62-page bulletin is 75 cents, plus sales tax.

California State Schools for Children with Cerebral Palsy and Similar Handicaps is a booklet about the northern and southern California schools, which are located in San Francisco and Los Angeles. Among the topics covered are the historical background and objectives of the schools, how individuals are referred for enrollment, and the special education programs offered by the schools. This 28-page booklet is free of charge.

NOTE: Regular distribution of most Department of Education publications is made to superintendents of schools, without charge, for distribution within their school systems. Additional copies should be requested through the superintendent. Personal copies may be purchased for the quoted price, plus 4 percent sales tax on California orders. Orders should be addressed to the Bureau of Textbooks and Publications Distribution.

The CTA Speaks Out for Higher Standards in Licensure of Teachers

By Arthur F. Corey
State Executive Secretary
California Teachers Association

I'm here to comment on a subject which I believe is one of great concern to the State Board of Education. I'm here in a position of sympathy and support of what I believe to be your goals, because those of the California Teachers Association are the same or very similar. I'm here to talk with you about high standards for preparation and licensure of teachers for California schools.

Arthur F. Corey

Though the CTA disagreed with some of the details of the Fisher Act, we had great expectations for it and hoped that it would realize many of our own goals. We, too, wanted teachers to have a good general education, with a specialization which carried them close to the frontiers of knowledge in at least one major field, and with an adequate professional-technical background. For this aspiration, the Fisher Act held promise.

Questions raised recently in Board meetings reflect a suspicion by some Board members that operation of the credentialing program since 1961 has fallen far short of expectations. I must report that I am more than suspicious; the CTA members who take an interest in these matters are disillusioned and saddened by current trends.

The Sabotage of Standards

I am not here to condemn this Board. Rather, I wish to call attention to the fact that the Board's goals and the Fisher Act standards have been sabotaged by adroit pressures based on predicted crises. There are those who would have this Board believe that the sky is falling, that thousands of classrooms will stand vacant unless this Board lowers credential standards. The actions sought and achieved by these pressures have brought current standards to a level far below those contemplated in the Fisher Act. In many instances current standards are lower than they were before the Fisher Bill was enacted.

Up to now, this Board appears to have been operating with no allies to assist it in resisting these pressures. *The California Teachers Association is at this moment ending its appearance of assent through silence.* We shall stand *before* you to fight for higher rather than lower preparation standards, and we shall stand *behind* every reasonable effort this Board makes to bring order out of what currently is a credentialing chaos.

Let's start with a backward look, with special attention to credential standards for secondary teaching. It was 41 years ago—yes, in 1925—that California became the first state to require five years of college preparation for a credential which qualified a person to teach any of the academic or liberal arts subjects in high school.

NOTE: Dr. Corey delivered this speech to the State Board of Education in January. Following the address, the Board reactivated the Professional Standards Commission as the CTA representative suggested, and the Board turned down a request to postpone the escalation in requirements for the standard secondary credential issued on a partial fulfillment basis.

In addition to delivering this speech, Dr. Corey presented the following list of substandard teaching and administrative credentials now available in California:
A. Those giving full rights to tenure, minimum salary, and probationary status: eight categories each of the Standard Elementary Credentials, the Standard Secondary Credentials, and the Standard Junior College Credentials on partial fulfillment of requirements, including internship and teaching the mentally retarded; five categories of Standard Designated Subjects Credentials on partial fulfillment of requirements, including foreign languages, business education, industrial arts, and vocational trade and technical teaching; five categories of Standard Designated Services Credentials on partial fulfillment of requirements, including health, internship, and pupil counseling; two categories of Limited Standard Teaching Credentials; two categories of Limited Standard Supervision and Administration Credentials; and
B. Others not carrying full rights: six categories of Provisional Standard Teaching Credentials.

During the 36 years which followed, the program commonly developed in our colleges required that their prospective teachers first obtain their bachelor degree, gain admission to graduate standing, then take six or more graduate units in their teaching field, complete their professional courses and practice teaching. There were some special credentials in specific subjects, such as art, music, physical education, and industrial education, which required only four years of preparation. But in 1956, 83 percent of all California high school teachers had completed five or more years of college preparation, and 86 percent of all classes were taught by teachers who had a college major or minor in the subject being studied.

Today, a candidate for teaching the so-called solid subjects in high school can qualify for a regular credential with four years of college and no graduate course in his teaching field. With this substandard background, the new teacher is placed on the district's regular salary schedule, serves his probationary years toward tenure, and is considered a full-fledged member of the profession.

It must shock this Board to realize that the pleas of hardship from some district teacher recruiters have led to setting regular credential standards lower than they've been for 41 years.

Substandard Credentials for Teachers

While this loss of standards for secondary school teachers is the most dramatic, it's by no means an isolated result of the pressures brought before this Board. Cheap credentials have been made available in elementary school teaching, junior college teaching, even school administration (where we certainly can claim no shortage of numbers). Of 44 substandard credentials, 38 grant the holder all the employment and salary rights of the regular credential (see note).

For the past five years, no data have been published on the number and types of credentials being issued. How many teachers are being certificated under the new patterns with the various "partials," and what is their preparation? Are we, in fact, getting better prepared teachers regardless of the decreasing requirements, keeping even, or losing ground? This Board has been asked repeatedly to make decisions without the vital information which could answer these questions. Because of this, our credential standards actually are being set by our rural areas.

Predictions of Shortages

What about the shortages you hear lamented so frequently? There are some problems in the licensure program which might produce the future shortages predicted, but I repeat that we're not yet sure. There are signs of difficulties ahead, but these signs haven't been proved by actual crisis. The CTA believes advance solutions can be found other than by sacrificing the quality of preparation.

It isn't the hoped-for five-year program which is creating these signs of future shortages, particularly in the elementary school field. It isn't that the secondary teaching field is inherently more attractive to more teachers. But when we combine low standards for easy entrance into high school teaching with higher standards for elementary teachers, we are providing a great impetus toward selection of the secondary level. The student who feels poorly prepared for the job he would be facing in the self-contained classroom is likely to take the easy road into teaching his specialized subject areas in high school. Now the out-of-state teacher can do this with only four years of preparation. It's definitely the easier and faster route for many.

This won't be cured by lowered elementary standards. It would be cured far faster by uniformly high standards at all levels. There has never been any experience in education or in any other profession to indicate that either quality or quantity is obtained through low standards. Low standards inevitably bring low prestige, and this doesn't challenge the idealistic nature of young people choosing a profession. Neighboring Arizona, with a rate growth equal to that of California, never reduced its standards by offering emergency or provisional credentials, and it has suffered no vacant classrooms.

To do all of the things the CTA and the Board consider necessary to prepare a teacher is impossible in four years. Broad education, depth education, and professional preparation simply don't fit in that time segment. Reducing the time and the requirements may put people in classrooms, but it doesn't create teachers.

Citizens in remote towns tighten their belts, tax themselves, and raise funds to pay what it takes to get a physician to practice in their com-

munity. But if they need a teacher, they ask that standards be set low enough that someone with a few college units and a willingness to work for the salary offered can be endowed with the title, "teacher." Low standards for teacher preparation may save money but are not economical.

Instability in Requirements

Another problem which can stimulate future shortages is the instability in requirements. In the past 28 months, we've seen 54 amendments to credential regulations—an average of nearly two per month. Since these have been made with limited public hearing, highly limited notification regarding the intent to adopt these changes, and generally a time lag between adoption and publication, the task of teacher training institutions and personnel to keep up with these changes and understand their full significance is a full-time job.

Complexity and rigidity of some regulations are proving a deterrent to recruitment. Many feel it presumptuous, for example, for the state to assert that the number of semester hours needed for a college major is the same for all subject areas and all institutions. This extends laundry list principles of certification beyond the education courses into the academic program of the whole institution.

In the 1950s, the CTA embarked on a program to reduce the complexity and multiplicity of California school credentials. There existed what we termed "a ridiculous system of 57 credential varieties." The CTA and proponents of the Fisher Act sought to simplify that pattern. We now have 59 possible combinations of majors and minors for secondary credentials, 84 possible combinations for elementary credentials, each calling for essentially a separate kind of credential. This unbelievably complex structure is beyond the understanding of most faculty members, and to the student, is frustrating and leads to uncertainty and doubt. These factors are even more acute in the colleges of other states, and their effect on out-of-state recruiting is definitely negative.

There are many other problems crying for attention—some being the creation of our colleges, some the fault of school district employers, and some the product of our rapidly changing regulations. However, I will not attempt to discuss all of them.

Through passage and implementation of the Fisher Act, we have attempted to raise the standards of teacher preparation and thus improve the quality of education. However, to meet predicted shortages, we have lowered standards in many fields.

The California Teachers Association wishes to back the Board in creating a pattern of teacher education which accomplishes the original primary purposes of the Fisher Act. A start in this direction would be to announce immediately an effective program of escalation in requirements for secondary school teaching credentials leading to early elimination of the partial fulfillment licenses. Until the Board takes this step, districts unwilling to offer adequate attractions to obtain qualified teachers will have no incentive to do so. They can always obtain bodies at the price they're willing to pay and ask you to call these bodies "teachers."

Proposal for Local Crises

If there is an actual local crisis, we propose that the Board adopt the necessary rules to establish the following process:

After a district has studied its potential supply of teachers as compared to its anticipated needs, and it concludes that sufficient qualified teachers cannot be obtained, it shall be required to petition for State Board of Education recognition that the district constitutes an educational disaster area. Upon receipt of this petition, the Board or the Professional Standards Commission will direct an investigation of all measures taken by the district to meet its anticipated need for the teachers who qualify under state standards defined by the Legislature and Board. The investigation will concern itself with these factors:

- *Are the salaries adequate to obtain needed personnel?* Whether salaries offered are higher than state averages or similar districts is largely irrelevant. The important question is whether or not the district is willing to boost its salaries to whatever level is necessary to obtain and retain qualified teachers. Local reluctance to make a maximum effort may well be diminished by its recognition as an *educational disaster area.*
- *Do district salary policies make it possible to employ experienced teachers without loss of income or experience credit?* Many out-of-state teachers able to meet the higher California standards will have considerably more than four or five years of experience. Few Cali-

fornia districts now recognize this service in their schedules as a means of attracting qualified personnel.

- *Are district assignment practices, work load, instructional facilities, and materials such that retention is high?* Defects in personnel policies and practices, and in opportunities for satisfaction through a good instructional organization could be increasing staff needs through high turnover in personnel. Professional groups could inquire into personnel practices and instructional opportunities in a district experiencing inability to attract qualified teachers. The facts could be reported to the Board regarding the nature and causes of low teacher retention.
- *Do district salary policies encourage teachers to complete their fifth year of preparation or to begin service under substandard or partial fulfillment credentials?* Typical salary differentials for the beginning teacher with four years of preparation and the one with five years is $300 to $500. Since it costs about $3,000 to stay in the college for the fifth year, plus a loss of $5,500 or more in salary which could have been earned, the student would spend nearly a professional lifetime equalizing his earnings. By not paying a reasonable differential, districts are increasing the pressure to get teachers into the field at the end of the fourth year. This Board can stimulate adequate differentials by pointing out that this will be considered in granting educational disaster area status to individual districts. A differential of $1,000 should be the minimum.
- *Has the district made a maximum effort to assure teachers that adequate and suitable living conditions can be maintained?*

If the Board finds that the district has indeed exhausted its resources and provided every possible incentive but still has been unable to obtain qualified teachers, the Board will officially recognize the district as an educational disaster area. Permission then will be granted for the district to employ teachers with substandard certification. The lowered standards adopted would be suited to the particular district and apply to that district only, not a lowering of standards for the whole state.

I offer this as a first step to reverse the direction in which credential regulations have been moving. It means simply that lowered standards will no longer be the device for solution of shortage problems which were not caused by high standards but may well be accentuated by the trends of the past two years.

I won't prolong this appearance to discuss possible solutions of the other problems. The CTA sponsored and obtained passage two years ago of a law creating a Professional Standards Commission. The specific function of that agency was to gather the information and prepare recommendations which would give you the backing for sound, thoroughly studied regulations to erase the problems we now face.

Members of that commission have now been appointed. I plead with the Board to activate the commission and call on it to restudy the problems now being faced by, or in some cases created by, the teacher preparation institutions. I believe that such studies could identify some relatively simple modifications which would challenge these colleges to develop outstanding programs. It can identify the regulations in which useful flexibility could be achieved without loss of quality or standards. It could combine the Board's role of setting regulations with the Accreditation Commission's role of evaluation for the best possible results. At this point the Board has no comparable source of counsel.

For example, I'm informed that the Board is on the verge of eliminating all requirements for the junior college teaching credential except the Master of Arts degree. There is evidence that even the current laws are being ignored in scores of cases. Credential elimination may be the proper course, but the profession itself is strongly divided. A majority of the members of the major teacher organizations in junior colleges oppose this step. So far a majority of the administrators favor it, though the sentiment in this group appears to be changing.

To take a definite step at this time certainly appears to be a precipitous, inadequately studied action. This is a proper subject for study by the Professional Standards Commission. In failing to utilize that agency, the Board would be ignoring the entire legislative intent of its creation.

Soon the Board will be faced with the need to define qualifications or standards of preparation to be required for various types of paraprofessional functions. Probably all of us should have foreseen this need several years ago. Today the need is imminent. CTA committees have begun their studies. The Board could profit from the advice of its own Professional Standards Commission as it approaches this task.

Summary of Presentation

To summarize this whole presentation, the CTA is urging that these immediate steps be taken to get back on the high standards course we all thought had been charted in 1961:

(Continued on page 12)

JOHN G. CHURCH
SECTION EDITOR

Marin's Outdoor Education Program

By Robert Stannard
Assistant County Superintendent of Schools
Marin County

At Lokoya School, the classroom has expanded from the traditional 960 square feet to 351 acres. For 12 weeks in the fall, and then again in the spring, this school hosts 60 children, a teaching staff of four, ten counselors, a nurse, and consultants from many areas, such as conservation, fish and game management, and forestry, and from the Audubon Society. Lokoya is located near Napa and operated by the Marin County Superintendent of Schools for the purpose of conducting classes in outdoor science and conservation education in a natural setting.

Robert Stannard

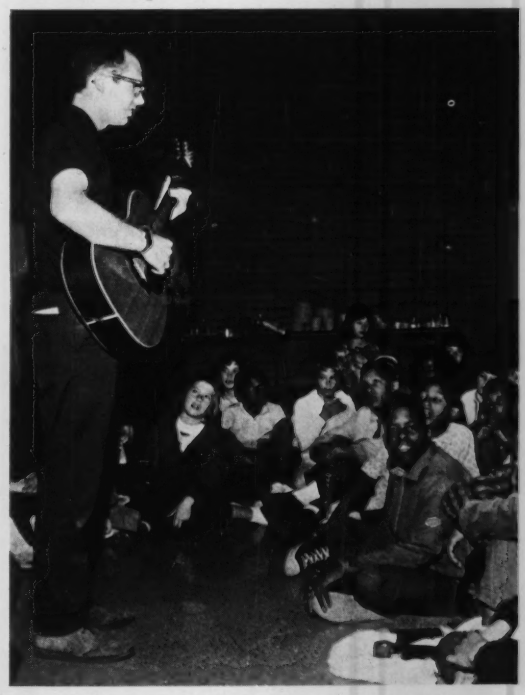
Outdoor science and conservation education, or "outdoor education," as it is more commonly known, is not new to California. Its origins go back many years to the San Diego City-County pilot project in 1946. Marin County started its own program two years ago with a two-week pilot project for the Sausalito School District under its compensatory education program. This year, Marin's program has grown to 18 weeks due to the efforts of many educators and other interested citizens. For example, the Marin Rod and Gun Club, a conservation-minded group of sportsmen, has contributed more than $1,000 to this program.

School begins at Lokoya Monday morning and continues until Friday noon. While the basic program at Lokoya School centers on outdoor science and conservation education, it is not limited to these two areas. Reading, written and oral communication, mathematics, and health education are integral parts of the week-long program. These skill subjects gain new meaning and significance when pupils use them to solve problems the pupils themselves have identified. The practical application of the problem-solving technique is utilized extensively. Curiosity is aroused, and self-directed research and investigation are encouraged. The creative arts, too, find new areas of expression in this "outdoor classroom."

Social skills are woven into the entire program. Basic techniques and concepts of human relations are developed as the children and their counselors and teachers live and work together. The problems of living together offer many opportunities for self-direction, group planning, and evaluation.

The curriculum is designed to help pupils become aware of and to understand basic concepts rather than to master subject matter. Process, rather than product, is emphasized in the understanding of four basic concepts:

- There is a balance of nature and an interdependency among its elements.



Human relations and social skills develop naturally as campers live and work together.

Lokoya School uses four physical environments, a variety of activities, and problem-solving techniques to teach basic concepts of conservation and science.

- Due to ignorance or carelessness, man is continually upsetting this balance of nature and breaking this interdependency cycle in the process of fulfilling his basic needs.
- If man is to continue to utilize the natural resources —air, water, soil, and the products thereof—he must restore this balance of nature or compensate for it. This is conservation.
- The efforts of men, to be successful, must be based upon common understanding, directed toward common goals, utilizing the talents of each individual and pooling the combined abilities of all. This is equally true of conservation, scientific achievement, and democratic living.

Lokoya School utilizes a variety of activities and environments to further pupils' knowledge of these four concepts. The school grounds offer four different physical environments: the chaparral, the pine and oak forest, the stream and the pond, and the campsite itself.

Much planning precedes and follows the camp program. Teachers participate in the preparation of curricular and extracurricular activities that will highlight the camp program. In addition, teachers develop many "precamp" experiences as well as follow-up activities which extend the experiences at Lokoya School into the regular classroom.

The program is directed by the Coordinator of Outdoor Education, a member of the Marin County Superintendent of Schools' staff. The program and operation of Lokoya School are products of the combined efforts of the Outdoor Education Advisory Committee and the Department of Instruction of the Office of the Marin County Superintendent of Schools. This program is offered to the school districts of Marin County as a contract service. It costs approximately $28 per week per pupil. Quite frequently the pupils pay a portion of this fee with money they have earned. Camperships have been made available by the Marin Rod and Gun Club and other interested citizens so that all pupils can participate regardless of their contributions.

In addition to the many regular elementary school classes, several classes of retarded children have also attended Lokoya School. The flexibility and creativity inherent in an outdoor education program make it particularly suitable for all children regardless of their ability levels.

Great benefits accrue to the children who participate in this program, and to the classroom teachers as well. The teachers have an opportunity to gain many new insights into their pupils' behavior, interests, and abilities. The camp counselors—high school seniors and junior college students—develop leadership qualities and experience a true sense of service.

The future of "outdoor education" in Marin County seems unlimited. Plans are being formulated to utilize several different sites so that many varied physical environments will be available. Curriculum materials are being developed especially for this program. New equipment is continually being added through the generosity of community groups. Cooperation with adjacent counties is being explored.

Lokoya School has only just begun to demonstrate the limitless possibilities of outdoor science and conservation education. In the years to come, perhaps, all children of Marin County will have this opportunity of living together to learn —and learning together to live.

EDWARD B. STARK
SECTION EDITOR

Special Education in Monterey County

By William C. Oliver
Director of Special Education
Monterey County

Monterey County covers an area of approximately 40 miles inland from the Pacific Ocean by some 100 miles from north to south. In this large area, only 225,000 people reside. In a large county such as Monterey, with a relatively small population, effective special education facilities require multidistrict, and at times, multicounty cooperation, because many of the school districts do not have enough exceptional pupils of a given type to make it practical to establish and operate the special education programs that would be required.

In Monterey, every effort is made to provide services for all school children classified as "exceptional." Exceptional children include those in need of specialized educational services because of one or more major deviations from the more typical child. Exceptional children include the gifted as well as the hard-of-hearing and deaf, the blind and partially sighted, the mentally retarded, the orthopedically handicapped, the dysphasic, the speech handicapped, and the socially handicapped. On any school day a great number of small school buses can be observed scurrying about the county. These buses are driven hundreds of miles each day to transport exceptional children to the many specialized programs available.

It is appropriate that the Office of Monterey County Superintendent of Schools, as an intermediate unit, has an integral involvement in the majority of the programs. This involvement takes a variety of forms, such as direct operation, cooperative participation, or advisement and consultation.

The Hard-of-Hearing and Deaf

Approximately 14,000 hearing tests are administered annually to pupils in kindergarten through the twelfth grade in Monterey County. These tests identify hard-of-hearing pupils who may be in need of medical and specialized educational assistance. Pupils with mild hearing loss attend regular classes and, when necessary, are enrolled in remedial classes, where they receive help from a speech therapist or an itinerant teacher of the hard-of-hearing.

The Tri-County School for the Deaf at Watsonville enrolls deaf children from Monterey, Santa Cruz, and San Benito counties. In this three-county effort, Monterey has membership on the committees which plan the educational programs and administration for the school. The Pajaro Valley Unified School District operates the school. By pooling resources, the three counties offer pupils the advantages of grouping by ability and age and more and better materials and facilities. The school maintains a nursery school program, where children benefit from both group activities and individual instruction.

e the
of the United States of America
and to the Republic for which
it stands, one Nation under God
indivisible, with liberty and
justice for all.

At Fremont School, Mrs. Doris Martin helps dysphasic children using a Language Master.

The program for blind and partially sighted children is provided by the Monterey City Elementary School District in cooperation with the Office of the Monterey County Superintendent of Schools. Since it is important that these pupils work and play with others who are not handicapped, they attend regular classes set up in an elementary and a junior high school, and they go to a resource room for special help.

Children who are blind learn to read and write Braille and to use a Braille writer. Partially sighted pupils use the regular class textbooks, which are printed in large print and distributed by the State Department of Education. They also use large-print typewriters.

The Mentally Retarded

The mentally retarded in Monterey County are served in a variety of ways. For educable mentally retarded pupils, the Office of the Monterey County Superintendent of Schools provides a program of special classes in districts whose average daily attendance is less than 901. Attention is focused on the "3 Rs," as related to everyday life, and manual skills and attributes which help to develop responsible and self-supporting citizens. The county superintendent of schools office operates classes for the educable mentally retarded in four schools. The larger school districts have their own programs but contract with the county superintendent for special services.

Special classes are provided also for the trainable mentally retarded; nine classes are in operation at six locations. Two buildings especially designed for this program are currently being planned.

The first building, an addition to the Bard Blades School, will provide for trainable mentally retarded children aged seven to eighteen. Now in the blueprint stage, it includes provisions for five classrooms, a nurse's office, a conference room, a reception area, and rooms equipped with one-way windows through which observers can view the program in action. Children who are residents of the Salinas Valley will be served in this building.

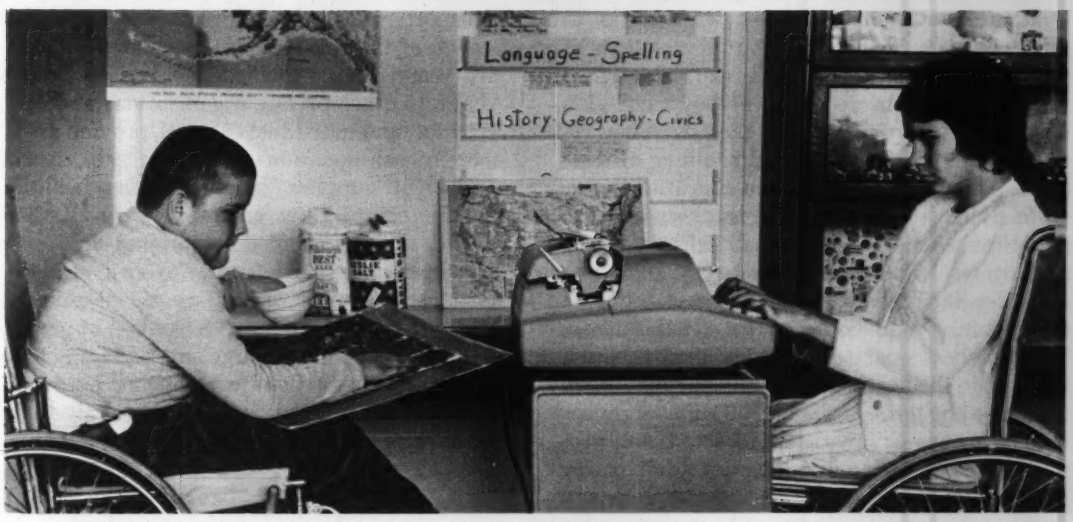
The second building, the Gladys Stone School, named for a former county superintendent of schools, will begin operation in April to serve the trainable mentally retarded living on the Monterey Peninsula. A completely equipped apartment in the school will provide facilities for training in home living skills, since it is understood that these trainable children will be in their homes, under adult supervision, most of their lives. The yard area contains space and equipment for learning to wash a car, to practice landscaping, to raise vegetables, to care for small animals—and to play.

For the mentally retarded children unable to qualify for admission to any other program, the Gateway Child Development Center in Seaside is available. The Gateway program was one of four established in California under pilot legislation in 1963. In cooperation with the Monterey Peninsula Council for Retarded Children, Inc., this program endeavors to help the children's potential to the point that they can qualify for other special education programs. When this is impossible, the Gateway Child Development Center provides a terminal program.

The Orthopedically Handicapped

Although the number of orthopedically handicapped children has been reduced since the advent of Salk vaccine, many children are still handicapped by cerebral palsy and muscular dystrophy. The Office of the Monterey County Superintendent of Schools participates with the

A trainable mentally retarded pupil enjoys Sandra Huether's unit on American Indians at Bard Blades School.



At the Ashton School, orthopedically handicapped pupils work on a salt map and an electric typewriter.

Salinas City Elementary School District in operating a program at the Ashton School for all orthopedically handicapped children of the county. Here, pupils follow a complete educational program and, at the same time, receive treatment from a registered physical therapist under the direction of a consulting physician. Any person who has seen the joy of a child taking his first steps—albeit with the help of heavy leg braces and a "walking bar"—realizes the unlimited value of such a program. The school also employs a registered occupational therapist and a speech therapist.

A child who is hospitalized for a fairly lengthy period is liable to become bored and frustrated because he is falling behind his class in school. The Monterey County Superintendent of Schools employs a hospital teacher certificated for both elementary and secondary teaching. He is assigned to Monterey County Hospital to teach pupils whose doctors recommend his service. This teacher receives assignments from the regular classroom teachers so that pupils can be up to date in their work when they return to class.

The Office of the Monterey County Superintendent of Schools cooperates and coordinates its service with the program of mobile units sponsored and maintained by the California Elks Association. Three therapists—speech, occupational, and physical—tour the county, giving service under medical referral to adults and children not in school. Sharing records and findings and coordinating services avoid duplication of effort.

For children with severe language disabilities who are diagnosed as dysphasic (without the ability to use or understand speech because of a neurological impairment), two programs are available. Preschool children attend a class under the auspices of the Monterey Institute for Speech and Hearing, a nonprofit private center. Older children in the county are trained by a speech therapist prepared in this area of special education so they can express themselves and understand others. The goal of the program is to return these pupils to the regular classroom.

The Speech-Handicapped

For children with less severe communication disorders, the Office of the Monterey County Superintendent of Schools provides credentialed speech therapists to 11 school districts on a contract basis. Other districts employ their own therapists to serve speech-handicapped children. Speech therapists help children with such speech problems as articulation, stuttering, and those speech problems associated with hearing loss. In addition, the therapists help classroom teachers to recognize speech difficulties in children, to assist in continuing speech therapy, and to counsel parents on how to handle speech problems at home. Speech therapists also work with nurses and other medical and agency personnel.

Monterey County provides two settings to serve children who have committed violations of the law. The first, the juvenile hall, is designed for the short-term detention of boys and girls being held for infractions of the law. They remain there prior to the official handling of their cases. This facility operates an educational program staffed by two full-time teachers and one part-time teacher who are qualified by training and interest. The second, the boys' ranch, is a detention facility for boys after court action, if they have a high potential for rehabilitation. Two teachers operate an educational program adapted to the beautiful, natural surrounding as well as to the boys. Utilizing 100 acres of ranchland, the boys have written, directed, and produced a series of motion pictures telling the story of the ranch activities and the flora and fauna of the area. The births of 13 squirrels were also filmed by the boys, and the squirrels became the subject of a research project.

Special education is not confined to the needs of the handicapped. Gifted children with special talents or with exceptional academic abilities also benefit from additional learning opportunities in Monterey County. In general, school districts provide programs for these young people. In addition, the Lyceum, organized outside the school system, offers a program in science and the arts for young people selected by their high schools.

Seven psychologists are employed by the Monterey County Superintendent of Schools. They provide services directly to school districts under 901 a.d.a. and work either under contract in the larger school districts or cooperatively with the psychologists employed by the districts. The psychologists support the special education programs by evaluating children referred to them. By coordinating information (individual tests, medical data, personal observation), the psychologists help to determine if children can be expected to benefit from placement in a special education program.

Countywide Assistance

Many public and private organizations and innumerable individuals have contributed to special education in Monterey County. For instance, the Peninsula Volunteer Services has recently provided funds for a station wagon to transport retarded children. The peninsula branch of the American Association of University Women has provided two Braille writers. About 30 other private organizations and service clubs, and individuals as well, provide assistance in cash donations, volunteer help, special equipment, supplies, school building facilities, clothing, camperships, and medical consultation.

The services provided exceptional children in Monterey County, while quite extensive, still do not meet the needs of all exceptional children. The past record of intense dedication of parents and the community at large offers an impressive foundation for further development toward appropriate educational opportunity for all exceptional children in Monterey County.

CTA SPEAKS OUT

(Continued from page 6)

- Begin immediately to escalate the requirements for partial fulfillment credentials to teach in secondary schools.
- Create a process for designating *educational disaster areas* of districts which apply for this recognition on the basis that they cannot staff their schools with qualified teachers, but base the recognition on thorough examination of local effort.
- Activate the Professional Standards Commission to study the effects of current regulations and prepare recommendations for steps to overcome problems resulting from excessive rigidity, rapid change, and reduced standards.
- Obtain detailed reports at least annually, but preferably more frequently, regarding the preparation on which credentials are currently being issued.
- Direct the Professional Standards Commission also to study junior college licensure, preparation which should be required for school duties not demanding full professional certification, and the experiences of other states in meeting the same problems now faced in California.
- By your criteria for recognition of *educational disaster areas* and by any other available means, encourage districts to set at least $1,000 as the salary differential between teachers with four-year and five-year preparation programs.

By these steps, the Board can overcome the dismal experience of having set high preparation standards as its goal and yet arrived at a point where the new operating standards are the lowest in 41 years. We know this was not your intent. You can depend henceforth on professional support as you reverse this trend.

JOHN R. EALES
SECTION EDITOR

Adding Flexibility to an Instructional Program

By Roy J. Cousins
Assistant Principal, Instruction
South Hills High School
Covina-Valley Unified School District

When we opened the doors of South Hills High School for the first time in September, 1964, we had a beautifully designed, modern plant featuring flexibility. Yet we had an instructional program that was almost entirely traditional.

At that time we also had, however, a group of forward-looking teachers and administrators. We knew the next year our student body would increase from 1,300 to 1,800. We knew that grade twelve would be added to the grades nine through eleven already included in the high school. Finally, we would have the task of teaching 142 courses of study in 11 curriculum departments. To meet these changes in 1965–66, we faced the problem of making our instruction as flexible as the building that housed it.

Curriculum Innovations

A strong tradition exists in the Covina-Valley District for total staff involvement in curriculum development. Accordingly, last year our teachers, our department coordinators, and our administrators addressed themselves to a task that automobile manufacturers attempt—that of maintaining high quality production this year while retooling for next year's improved model. To make our position clearer, we must state that we were not trying to be "far out" or purely experimental in our instructional approach. We were not seeking uniqueness for its own sake; rather, we were attempting to solve our educational problems with ingenuity and the tools at hand.

We were aware of the need for variable time periods, more team teaching, and independent study during the school day.

NOTE: In the March, 1964, issue of California Education, *Ragene Farris described the preparation for building South Hills High School. Since then, many questions as to the progress of the new school have been asked, and Mr. Cousins gives the answers to some of them in this article.*

Variable Time Periods. We felt the need for variable instructional time periods to suit a wide range of educational activities. It became clear throughout our planning year that teachers preferred class periods of 40, 60, or 80 minutes for particular instructional purposes.

In industrial education, homemaking, laboratory sciences, and physical education, for example, there was a demonstrated need for a class period of 80 minutes, so students had time to get ready and to accomplish something before the cleanup or shower bell rang.

Our typing and foreign language teachers, however, preferred a 40-minute time period because drill methods are the heart of their programs. In typing and in language classes using the audio-lingual method of teaching, our instructors thought that students began to tire after about 40 minutes of concentrated efforts.

Some of our teachers, particularly in social sciences and English, wanted to utilize as much as 60 minutes for seminars, with ratios of about 15 students to one teacher. A class period of this length seemed to provide enough time for student-teacher discussion to reach some sort of conclusion before the end of the period. For large-group lectures, on the other hand, our social science teams particularly liked a 40-minute period.

More Team Teaching. We wanted to increase the ability of our students to benefit from team teaching. We believe in the educational rewards as well as the economies in teacher time and effort that are dividends in a good system of team teaching. We already had excellent experiential background in team teaching, coupled with fine facilities in which to operate. The large lecture halls and instructional spaces are dividable to accommodate 300, 150, 60, 30, 15, or 1 student(s). We needed the time and the space to plan team teaching.

Although it was very difficult to incorporate common preparation and planning times for teacher teams in the master schedule, we did

provide them for teachers of similar groups in English, industrial education, social sciences, homemaking, music, mathematics, and science. We also provided the space for team planning—we have private "gang" office spaces with desks, file cabinets, and typewriters for these staff members.

Team teaching is not mandatory by any means, but all the necessary ingredients now are at hand whenever the instructional situation warrants team teaching. The professional judgment of our teachers governs the extent of this kind of effort.

Independent Study. We wanted to inaugurate a program of independent study for our students. We assign homework, as do most other high schools, but we understand that the facilities for study and the resources available in the American home are extremely variable. We proposed to allow students time for reflective study during the school day, using school resources and facilities and individually consulting with teachers as necessary. We also thought independent study would help our students to develop more responsibility for their own education as well as gain experience in the management of their time.

The Schedule

Our problem became one of discovering a time schedule that would suit our purposes. System Development Corporation in Santa Monica learned of our efforts and provided us with consultant service. The program that was developed to serve our needs was a direct outgrowth of a series of consultations between personnel of the System Development Corporation and South Hills High School. We do not claim that the *elements* of this plan are original with us; however, their *arrangement* is unique, and designed to accommodate the circumstances at South Hills High School.

We established a variable time period schedule. Period A was 80 minutes; B, 60; C, 80; D, 40; D^1, 40; E, 80; and F, 60. This arrangement gave us our variable time periods, but we found that if it were maintained five days a week, "A" period would meet for a total of 400 minutes per week, whereas D period would meet for only 200 minutes. In order to solve this problem, we scheduled blocks of students and rotated the periods throughout the week. Block A meets 80 minutes on Monday (Period A), 80 minutes on Tuesday (Period E), 40 minutes on Wednesday (Period D), 80 minutes on Thursday (Period C), and 60 minutes on Friday (Period B)—a total of 340 minutes, which is the same as for all other blocks of students. We also needed a uniform ending time for students who were on a five-period day. If we rotated all the periods during the week, the various blocks of students would be dismissed at different times. We resolved this problem by having a fixed Period F, which meets every day of the week from 2:20 to 3:20 p.m. Only periods A through E rotate.

We have had no trouble at all with students not knowing where they should be at any given time, for we developed a system that we believed could be described in three simple, written instructions. During the summer before the school year started, we mailed these instructions to all students:

- The first instruction was their Monday schedule of classes. (We did not mail them a schedule of their Tuesday, Wednesday, Thursday, and Friday classes.)
- Our second instruction indicated how classes A through E were to rotate throughout the week to create a weekly cycle of classes.
- Our third instruction had to do with lunch periods. Since our humanities complex houses about half of our students at any given time during the day, we decided to use this division of our student body as a basis for establishing two lunch periods.

The system we employ offers much instructional flexibility. A teacher who is assigned 30 students can divide them into seminar sessions of 15 students each or keep them all together for particular instructional purposes. Also, teachers may get together and schedule their classes in team meetings.

For example, on Monday, half of a class—15 students—can meet with the teacher while the remainder go to independent study in our Humanities Resource Center. After a 40-minute discussion period, the two groups can change places. On Tuesday, both sections can meet as a class for a 40-minute lecture. On Wednesday, both sections might again alternate between in-depth seminar discussions and independent study for 40 minutes. On Thursday, the groups could meet together for 60 minutes. On Friday, the class might meet with other classes for 80 minutes for seeing films, testing, or hearing a special presentation by a teacher or resource person from the community.

(Continued on page 22)

MELVIN W. GIPE
SECTION EDITOR

General Fund Expenditures of California School Districts—Fiscal Year 1964–65

By Edwin H. Harper, *Chief*,
and Mrs. Dorothy Kirschman, *Analyst*,
Bureau of School Apportionments and Reports

The general fund expenditures of California school districts for the fiscal year 1964–65 have been compiled from the annual financial reports made by the county superintendents of schools and are presented in the accompanying tables.

Data pertaining to the average daily attendance in California public schools for the 1964–65 fiscal year are presented in Table 1. Data pertaining to the increases in the total current expense of education, average daily attendance, and the current expense of education per unit of average daily attendance are presented in Table 2. Data pertaining to the expenditures made by California school districts from their general funds are presented in Table 3.

In the last ten years, the average daily attendance in California public schools has increased by 1,835,009; total expenditures, by $1,375,835,205.00; and the cost per unit of a.d.a., by $178.65. In the last five years, the a.d.a. has increased by 827,611; total expenditures, by $680,697,243.12; and the cost per unit of a.d.a., by $74.67.

Edwin H. Harper

Mrs. Dorothy Kirschman

Table 1

Average Daily Attendance in California Public Schools by Jurisdiction and by District Level or Grade Span, 1964–65

Jurisdiction	Grade span	1964–65 a.d.a.
In classes under jurisdiction of		
Elementary school districts	K–8	1,333,018
High school districts	7–14	576,646
Junior college districts	13–14	229,973
Unified school districts	K–14	2,241,653
Total all school districts		*4,381,290*
In classes under jurisdiction of county superintendent of schools, paid for from		
County School Tuition Fund		
Elementary	1–8	10
High school	9–12	51
County School Service Fund		
Elementary	1–8	7,304
High school	9–12	5,135
Total in classes under jurisdiction of county superintendent of schools		*12,500*
Total[1]		4,393,790

[1] Two units of a.d.a. greater than total apportionment a.d.a. due to fractions when crediting a.d.a. to another district.

Table 2

Amount and Percent of Increase in Total Current Expense of Education, Average Daily Attendance, and Current Expense per Unit of Average Daily Attendance in California School Districts 1964–65 over 1963–64

	Increase 1964–65 over 1963–64	
	Total	Percent
Increase in total current expense of education		
Elementary school districts	$37,968,562.81	7.28
High school districts	22,736,530.08	6.70
Junior college districts	34,428,943.67	32.57
Unified school districts	130,137,894.36	12.92
All school districts	$225,271,930.92	11.41
Increase in a.d.a.		
Elementary school districts	7,417	0.56
High school districts	*−2,597*	*−0.45*
Junior college districts	51,437	28.81
Unified school districts	143,364	6.83
All school districts	199,621	4.78
Increase in current expense of education per unit of a.d.a.		
Elementary school districts	$26.29	6.68
High school districts	42.06	7.18
Junior college districts	17.27	2.92
Unified school districts	27.36	5.70
All school districts	29.91	6.33

Tab

Total and Per-Pupil Expenditures from C
for the 1964–65 Fiscal Year, Ac

Class of expenditure	Expenditure of elementary school districts				Expenditure of high school districts			
	Total for class	Per unit of a.d.a. for class[1]	Percent "total for class" was of total expenditure	Percent "total for class" was of total current expense	Total for class	Per unit of a.d.a. for class[1]	Percent "total for class" was of total expenditure	Percent "total for class" was of total current expense
Administration								
Certificated salaries of administration	$10,025,151.18	$7.52	1.68	1.79	$4,375,431.83	$7.59	1.11	1.21
Classified salaries of administration	9,150,046.15	6.86	1.54	1.63	5,687,176.91	9.86	1.45	1.57
Other expenses of administration	3,169,050.54	2.38	.53	.57	1,877,803.85	3.26	.48	.52
Total	*$22,344,247.87*	*$16.76*	*3.75*	*3.99*	*$11,940,412.59*	*$20.71*	*3.04*	*3.30*
Instruction								
Certificated salaries of instruction								
Principals' salaries	29,026,226.17	21.78	4.87	5.19	15,001,976.55	26.02	3.83	4.14
Supervisors' salaries	4,891,071.63	3.67	.82	.87	1,992,380.34	3.45	.51	.55
Teachers' salaries	342,322,620.37	256.80	57.40	61.15	198,353,777.75	343.98	50.55	54.81
Other certificated salaries of instruction	6,696,307.26	5.02	1.12	1.20	18,767,207.10	32.54	4.78	5.19
Total certificated salaries of instruction	*$382,936,225.43*	*$287.27*	*64.21*	*68.41*	*$234,115,341.74*	*$405.99*	*59.67*	*64.69*
Classified salaries of instruction	16,353,287.56	12.27	2.74	2.92	15,473,212.90	26.84	3.94	4.27
Textbooks	714,476.77	.53	.12	.13	3,038,431.86	5.27	.77	.84
Other books	1,648,355.36	1.24	.28	.29	1,656,511.47	2.87	.42	.46
Other expenses of instruction	18,130,656.22	13.60	3.04	3.24	14,827,293.45	25.71	3.78	4.10
Total instruction	*$419,783,001.34*	*$314.91*	*70.39*	*74.99*	*$269,110,791.42*	*$466.68*	*68.58*	*74.36*
Health services	5,778,665.95	4.34	.97	1.03	2,747,324.90	4.76	.70	.76
Pupil transportation	18,251,557.66	13.69	3.06	3.26	10,663,258.95	18.49	2.72	2.95
Operation of plant	52,654,402.36	39.50	8.83	9.41	35,047,980.31	60.78	8.93	9.68
Maintenance of plant	17,537,116.44	13.16	2.94	3.13	14,316,499.57	24.83	3.65	3.95
Fixed charges	23,425,644.54	17.57	3.92	4.19	18,094,927.59	31.38	4.62	5.00
Total current expense of education	*$559,774,636.16*	*$419.93*	*93.86*	*100.00*	*$361,921,195.33*	*$627.63*	*92.24*	*100.00*
Food services	14,847,509.75	11.14	2.49	.....	7,015,928.31	12.17	1.79	.....
Community services	5,412,739.76	4.06	.91	.....	4,319,058.70	7.49	1.10	.....
Capital outlay								
Sites	545,197.62	.41	.09	.....	376,105.67	.65	.10	.....
Improvement of sites	2,949,743.65	2.21	.50	.....	2,932,696.90	5.09	.75	.....
Buildings	4,079,856.81	3.06	.68	.....	6,316,214.92	10.95	1.60	.....
Equipment								
Books	1,429,419.84	1.07	.24	.....	756,060.27	1.31	.19	.....
Other equipment	7,338,162.93	5.51	1.23	.....	8,743,085.94	15.16	2.23	.....
Total equipment	*$8,767,582.77*	*$6.58*	*1.47*	.....	*$9,499,146.21*	*$16.47*	*2.42*	.....
Total capital outlay	*$16,342,380.85*	*$12.26*	*2.74*	.....	*$19,124,163.70*	*$33.16*	*4.87*	.....
Total expenditures	*$596,377,266.52*	*$447.39*	*100.00*	.....	*$392,380,346.04*	*$680.45*	*100.00*	.....
Debt service								
Annual repayment on account of public school building apportionment	$6,882,530.86	.....	.....	.....	$505,106.37	.....	.....	.....
Annual repayment on account of state school building apportionment	5,185,298.18	.....	.....	.....	2,914,762.79	.....	.....	.....
Other (Education Code 1828)	20,245.76	.....	.....	.....	3,419.58	.....	.....	.....
Total debt service	*$12,088,074.80*	.....	.....	.....	*$3,423,288.74*	.....	.....	.....
Total, expenditures and debt service	$608,465,341.32	.....	.....	.....	$395,803,634.78	.....	.....	.....

[1] See Table I for divisors employed in computing expenditures per unit of a.d.a.

le 3

alifornia School Districts' General Funds
cording to Class of Expenditure

Expenditure of junior college districts				Expenditure of unified school districts				Expenditure of all school districts			
Total for class	Per unit of a.d.a. for class[1]	Percent "total for class" was of total expend-iture	Percent "total for class" was of total current expense	Total for class	Per unit of a.d.a. for class[1]	Percent "total for class" was of total expend-iture	Percent "total for class" was of total current expense	Total for class	Per unit of a.d.a. for class[1]	Percent "total for class" was of total expend-iture	Percent "total for class" was of total current expense
$1,699,466.49	$7.39	1.08	1.21	$10,001,414.94	$4.46	.83	.88	$26,101,464.44	$5.96	1.11	1.18
3,136,348.76	13.64	1.98	2.24	20,464,091.19	9.13	1.70	1.80	38,437,663.01	8.77	1.64	1.75
1,483,981.47	6.45	.94	1.06	5,308,537.65	2.37	.44	.47	11,839,373.51	2.70	.50	.54
$6,319,796.72	*$27.48*	*4.00*	*4.51*	*$35,774,043.78*	*$15.96*	*2.97*	*3.15*	*$76,378,500.96*	*$17.43*	*3.25*	*3.47*
3,772,027.10	16.40	2.38	2.69	57,070,917.87	25.46	4.74	5.02	104,871,147.69	23.24	4.46	4.77
3,029,642.62	13.18	1.92	2.16	12,569,504.94	5.61	1.04	1.10	22,482,599.53	5.13	.96	1.02
71,887,349.84	312.59	45.50	51.30	662,285,319.45	295.44	54.94	58.25	1,274,849,067.41	290.97	54.20	57.98
7,104,484.64	30.89	4.50	5.07	42,290,494.05	18.87	3.51	3.72	74,858,493.05	17.09	3.18	3.40
$85,793,504.20	*$373.06*	*54.30*	*61.22*	*$774,216,236.31*	*$345.38*	*64.23*	*68.09*	*$1,477,061,307.68*	*$337.13*	*62.80*	*67.17*
12,104,348.57	52.63	7.66	8.63	45,890,554.99	20.47	3.81	4.04	89,821,404.02	20.50	3.82	4.09
6,687.85	.03	.01	.01	5,899,844.00	2.63	.49	.52	9,659,440.48	2.21	.41	.44
559,694.44	2.43	.35	.40	4,997,641.66	2.23	.41	.44	8,862,202.93	2.02	.37	.40
6,864,103.48	29.85	4.34	4.90	31,743,419.68	14.16	2.63	2.79	71,565,472.83	16.33	3.04	3.26
$105,328,338.54	*$458.00*	*66.66*	*75.16*	*$862,747,696.64*	*$384.87*	*71.57*	*75.88*	*$1,656,969,827.94*	*$378.19*	*70.44*	*75.36*
460,628.04	2.00	.29	.33	14,142,512.66	6.31	1.17	1.24	23,129,131.55	5.28	.98	1.05
993,996.19	4.32	.63	.71	18,051,581.50	8.05	1.50	1.59	47,960,394.30	10.95	2.04	2.18
12,898,832.09	56.09	8.16	9.20	101,951,592.51	45.48	8.46	8.96	202,552,807.27	46.23	8.61	9.21
5,764,012.84	25.07	3.65	4.11	49,260,091.69	21.98	4.09	4.33	86,877,720.54	19.83	3.69	3.95
8,381,876.84	36.45	5.31	5.98	55,110,440.80	24.58	4.57	4.85	105,012,889.77	23.97	4.47	4.78
$140,147,481.26	*$609.41*	*88.70*	*100.00*	*$1,137,037,959.58*	*$507.23*	*94.33*	*100.00*	*$2,198,881,272.33*	*$501.88*	*93.48*	*100.00*
1,427,464.15	6.20	.91	.....	25,937,234.35	11.57	2.15	.....	49,228,136.56	11.24	2.09	.....
3,480,905.98	15.14	2.20	.....	16,536,196.00	7.38	1.37	.....	29,748,900.44	6.79	1.27	.....
1,312,582.71	5.71	.83	.....	934,555.66	.41	.08	.....	3,168,441.66	.72	.13	.....
1,883,818.42	8.19	1.19	.....	3,421,859.81	1.53	.28	.....	11,188,118.78	2.55	.48	.....
4,844,656.86	21.07	3.07	.....	6,171,186.32	2.75	.51	.....	21,411,914.91	4.89	.91	.....
726,883.73	3.16	.46	.....	1,095,863.96	.49	.09	.....	4,008,227.80	.91	.17	.....
4,175,032.35	18.15	2.64	.....	14,297,064.12	6.38	1.19	.....	34,553,345.34	7.89	1.47	.....
$4,901,916.08	*$21.31*	*3.10*	.....	*$15,392,928.08*	*$6.87*	*1.28*	.....	*$38,561,573.14*	*$8.80*	*1.64*	.....
$12,942,974.07	*$56.28*	*8.19*	.....	*$25,920,529.87*	*$11.56*	*2.15*	.....	*$74,330,048.49*	*$16.96*	*3.16*	.....
$157,998,825.46	*$687.03*	*100.00*	.....	*$1,205,431,919.80*	*$537.74*	*100.00*	.....	*$2,352,188,357.82*	*$536.87*	*100.00*	.....
.....	.....	.....	.....	$4,482,016.61	.....	.....	.....	$11,869,653.84	.....	.....	.....
.....	.....	.....	.....	3,608,012.59	.....	.....	.....	11,708,073.56	.....	.....	.....
$793,629.96	.....	.....	.....	20,330.37	.....	.....	.....	837,625.67	.....	.....	.....
$793,629.96	.....	.....	.....	*$8,110,359.57*	.....	.....	.....	*$24,415,353.07*	.....	.....	.....
$158,792,455.42	.....	.....	.....	$1,213,542,279.37	.....	.....	.....	$2,376,603,710.89	.....	.....	.....

RUTH OVERFIELD
SECTION EDITOR

A Library for Every Elementary School

By Mrs. Helen W. Cyr
Director of Instructional Media
Oakland City Unified School District

Reading specialists agree that a wide variety of books and other library materials is essential if pupils are to be given full opportunity to develop deep and permanent interests in reading. Obviously, children have many differences, and one of the best ways to build upon those differences is to make available to the children, regardless of their ages, a rich assortment of library materials that inform, give pleasure, and stimulate intellectual growth.

Implementing this philosophy, however, is often difficult, particularly in elementary schools where the libraries are seldom well staffed. And to operate at the required efficiency level, the libraries must be staffed with personnel in sufficient number and with the competence needed to perform the services involved in maintaining well-organized libraries, whether the libraries are nothing more than a few books in the corner of a classroom or large ones served by central headquarters that are stocked with thousands of books. These services include the following:

- General supervision and coordination of services and materials
- Maintenance and circulation of materials
- Systematic, continuous book selection that assures both quantitative and qualitative standards

Many school districts in the state have worked continuously over the years to build these basic library services and have developed a variety of methods for supplying the requirements of a good program. For example, the Oakland Unified School District has consistently sought to provide basic library services to all its schools. A review of practices followed in this district may suggest to other districts ways and means of organizing services in order to enrich the lives of children through books.

Supervision of the Oakland library program is assigned to a director of instructional media and two assistant librarians. This staff is responsible for the development of materials and projects at the central office and for the coordination of library services at each school.

One of the most recent projects of this central office is a twofold plan to increase library effectiveness:

1. *Increasing Pupils' Library Skills.* Recognizing that pupils unskilled in the use of the library dissipate the value of excellent materials and good organization, the first part of the Oakland plan aims at increasing library skills of each pupil. It is based on the belief that children should learn to feel "at home" in a library while they are in kindergarten and should increase their library skills year by year throughout their school careers. To this end, the plan provides (a) an outline of desirable library skill attainments by grade level, kindergarten through grade six, with supplementary lesson sheets and guidelines and suggestions for teachers; and (b) a library skills test for fifth and sixth grade classes. The latter instrument was made possible through the Oakland Public Schools' Interagency Project, which was funded by the Ford Foundation. The test is distributed to schools on request, and pupil answer sheets are machine-scored and analyzed for teachers.

2. *Keeping Teachers Aware of New Materials.* The library staff is making a concerted effort to advertise the value of the various library materials in every way. As new courses of study are developed, the staff prepares and distributes bibliographies of related library materials. They encourage displays of recent books at each school. Traveling librarians from the central office are prepared to assist in numerous other ways, such as suggesting authors who may be available to speak to groups of pupils. Book assemblies and similar activities are encouraged.

For the selection of new books that will stimulate reading among pupils and support curriculum enrichment, the Oakland district has relied upon an elementary library book evaluation committee. Its members are central office librarians, teachers of various grades, and several

(Continued on page 20)

EUGENE M. DEGABRIELE
SECTION EDITOR

Basic Steps in Guidance for Adults

By Laurence L. Belanger
Consultant, Bureau of Pupil Personnel Services

Adults are people who are in general a little better educated, a little more sophisticated, and a little more knowing than youth. And since they are more experienced, adults may be expected to have profited from that experience, and therefore be capable of solving many problems more readily than youth.

Laurence L. Belanger

Adults differ from youth in how they view education. For youth, education is compulsory. For adults, it is voluntary. Traditionally, going to school is the appropriate role for youth. Adults are supposed to be working or maintaining homes. But technology has upset the traditional pattern. Education is never completed; education, training, retraining, re-retraining—this is today's mandate. Adults are different too in their attitude toward technology. Whereas young people may be thrilled by the inventions of science, many adults look upon these mechanized marvels as threats to their very existence. Children have a little lead time, perhaps, to plan how to cope with technology. Adults have little, if any, lead time. The impact of technology is now. The impact hurts.

The Pressures on Adults

Adults are also beset by pressures that lessen their ability to profit from instruction. They are beset by the pressures of time, of their need to be independent, of their role as family providers, of the impact of technology, which may have hit them before they saw it coming, of their financial and marital responsibilities, of the awareness that their decisions affect their dependents—and they are overwhelmed by the apprehension that they may make wrong choices leading to intolerable consequences.

In the face of these pressures, it is clear that excellent training opportunities for adults in California communities are to no avail unless provision is made to *personalize* those offerings. Such personalization of educational offerings is a major role of educational guidance.

Role of Educational Guidance

This role of educational guidance is to help the individual determine the kind of educational *product* he should be. Guidance can be done only in full partnership with the counselee. He must make his own decisions and face the consequences of the decisions he makes. He must make his own commitments to the educational process which he clearly believes will help him become the product he desires to be. It is his expectation of himself as a product that allows him to become open to the process of education. When a dropout says, "I quit school because I wasn't getting anything out of it," he is probably right in terms of the standards he has used to make his decision. He believes that the process is not contributing to his own perception of himself as a product. The adult—or child, for that matter—who has a clear idea of the product he wants to be will eagerly participate in a process which he can clearly see will lead to that product. The converse is also true. A person who has no clear idea of what kind of product he should be and is subjected to a process which seems unrelated to any product within his horizon can only suffer and resist.

No agency except the school is presently charged with the task of helping people plan their education. This is a unique role for guidance services in education, and the need is critical at the adult level if adults are to be prepared adequately for employment. A person can plan his education only in terms of the kind of product he expects to be when he has completed his educational plan. Guidance services in this context, then, have a very simple, fourfold task:

1. To help each adult determine the kind of educational product he wants to be, expressed in job skills or in terms of proficiency for a specific job or in terms of further trainability
2. To help each adult test his goal in terms of appropriateness and feasibility.
3. To help each adult make alterations in his goal if it proves to be unrealistic

4. To follow each adult long enough to be sure that he has reached his goal

Operationally, guidance services for adults in training for employment should help adults formulate individual educational plans, help them test these plans, and help them accomplish their plans.

Guidance services need to be offered to adults in such a way that their faith in the American way is bolstered, not weakened. So often adults feel that somebody has thrown away the world they once knew. Abut 40 years ago the U.S. government, letting a contract for a military airplane, required that it be capable of flight at a speed of at least 40 miles per hour. Now our government is contracting for space vehicles capable of a speed of at least 18,000 miles per hour! Adults often feel that man's inventions of things has outstripped man's invention of processes by which he may remain master of things. Guidance services should clearly assure adults that education is man's finest invention, and through education man can cope with all the other inventions of man.

Often adults who find it necessary to return to school are disenchanted with the economic system. They sometimes feel cheated and hence are critical of the system. At times they are susceptible to other ideologies which appear to offer better solutions. It is to be fervently hoped that adults in training for employment will be exposed to large doses of American idealism so that each may truly be convinced that he can be master of his fate—that he can dream—and that he can make his dreams come true through action based on realistic planning.

Guidance services for adults need to be offered in such a way that adults clearly understand that at least one myth needs to be discarded—the myth that a person can select a career in his early youth, prepare for it, enter it, and live happily ever after. The truth is that most people hold different kinds of jobs or pursue different careers at various periods in their lives. The more dissimilar the jobs, the more need there is for education for the job. Adults need to understand that returning to school to secure the additional education is becoming the rule rather than the exception.

Guidance services of the kind suggested are expensive. But what greater use can there be for America's wealth than to spend it in behalf of America's people?

A LIBRARY

(Continued from page 18)

administrators. The committee meets at regular intervals to evaluate thousands of sample books sent by publishers for this purpose.

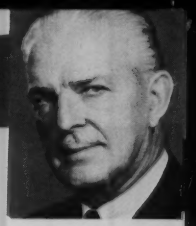
The product of the committee's work is made known to teachers through distribution to the schools of an annotated book list, which describes the favorably reviewed books to be considered at book order time. Entitled *New Books for Elementary School Libraries,* this annual publication is also available for a small fee to other school districts through the office of the superintendent. This book list is the annual supplement to the school district's master list, *Basic Book List for Elementary School Libraries,* which is revised every ten years. The newest edition of the master list will be published this spring.

The central office also provides simple, easy-to-use order lists of new and replacement titles. Most of the approved books, both new and old, are exhibited in the Teachers Professional Library for teachers, administrators, and supervisors to examine. Books are ordered by faculty groups once a year. New materials are catalogued and processed by the central office.

Libraries in the Oakland elementary schools are not staffed at present with full-time librarians. The library in each school is managed by a teacher, and in many cases, the schools have active library committees composed of teachers.

The school district library department assists by publishing a manual of procedures. In addition, it makes available a team of four field clerks for special jobs, such as keeping library shelf list cards and other book records up to date and shifting books where necessary. The team of clerks also overhauls and inventories each elementary school library collection periodically.

These methods of organizing and working in this district have resulted in the establishment of 65 elementary school libraries that meet the American Library Association standard of ten books per pupil. All library services support a reading program that is designed to develop pupils' library skills and extend their interests and understandings.



JOHN N. GIVEN
SECTION EDITOR

Factors of Success in a Junior College Home Economics Program

By Mrs. Barbara Hoyt
Chairman, Home Economics Department
Bakersfield College

Home economics can be an integral part of the instructional program in the junior college, as it is at Bakersfield College, which offers three types of home economics programs: transfer, terminal occupational, and adult. The three programs have been interrelated whenever possible, for student goals are not always clearly defined when students enter junior college. (Although two-thirds of the students entering Bakersfield College declare their intentions to transfer to four-year institutions, fewer than one-third do.) General education requirements for all three programs are similar, and introductory courses often serve both the transfer and occupational courses.

Mrs. Barbara Hoyt

The success of the Bakersfield College home economics programs is indicated by the fact that the enrollment increase from 1956 to 1965 has made it necessary to increase the staff of the Home Economics Department in that period from one to six. Four factors have been of major importance in the programs' success: administrative support, an outstanding home economics staff, cooperative working relations between departments within the college, and community interest and support.

Administrative Support

Administrative interest in the home economics programs has led to improvement of instruction:

- Scheduling lecture periods in foods and clothing courses has made it possible for instructors to emphasize concepts and principles rather than the mere mechanics of "cooking and sewing."
- The number of preparations and the number of class hours assigned to each teacher have been appropriately aligned with other departments.
- Scheduling two or more laboratory sections from one lecture section has resulted in more efficient utilization of staff.
- A carefully planned program of equipment replacement and addition is operating, and adequate maintenance is provided by students in the work-study program funded by the Antipoverty Bill.
- Adequate time has been made available for developing new programs with the help of funds received under the Vocational Education Act of 1963. Currently, two occupational programs—for nursery school assistants and furniture and home furnishings personnel—and a child study center, Friendship House Nursery School, in a low-income neighborhood are supported in part by the federal funds. The center allows students in the nursery school assistant program to gain practical experience in working with low-income families.
- Home economics staff members are encouraged to broaden their backgrounds by visiting other schools and attending workshops and other meetings of value.

Competent Staff

Cooperative planning is vital in a program in which several areas are interrelated. Instructors who can combine the various home economics areas are selected to meet student needs. Students in the nursery school assistant program, for example, need to learn meal planning and nutrition as well as nursery school education. Only instructors who have had practical experience are selected for the occupational home economics programs.

Several years ago, the staff of the Home Economics Department conducted a survey in Bakersfield and other cities throughout California to determine what employment opportunities existed for students graduating from junior college with a major in home economics. A major conclusion of this survey was that skills related to home economics must be combined with business skills to make students employable. Consequently:

- Cooperation among several college departments is required to provide students with marketable skills.
- Counselors need current information about programs being offered by all departments in the college. Just as home economics students benefit by learning of business skills, other students in the college need to know what the Home Economics Department offers. Personal contacts with the counseling staff and brochures and other printed materials about offerings in the Home Economics Department aid counselors in giving accurate information to students.
- The school placement office can be valuable in determining community needs and in setting up work-experience programs required in most occupational programs.

Community Support

A large part of the success of the Bakersfield College home economics programs is due to outstanding community support. The establishment of the Friendship House Nursery School, for example, has truly been a community project. The American Association of University Women has donated all of the equipment and paid enrollment fees for all the children. Friendship House has provided the use of the building, custodial services, and transportation for the children. Kern County Dairy Maids have supplied milk for the mid-morning snack. The Women's Fellowship of the First Congregational Church of Bakersfield has provided other food supplies. Other groups in the community and many individuals have made financial contributions to the project. If it had not been for this community support, the nursery school assistant curriculum would not have been possible.

High school counselors and homemaking teachers can be of great assistance in directing students to the college home economics programs. Each year Bakersfield College sponsors High School Counselors' Day; guests from all high schools in the district are invited to spend the day on campus and learn about the programs at the college. The home economics students club prepares and serves lunch for counselors and administrators. High School Counselors' Day affords an excellent opportunity to acquaint many leaders with the Home Economics Department. Participation in high school career days and in professional organizations such as the Home Economics Association provide additional liaison with high school teachers.

Acquainting women of the community with the college home economics program has paid enrollment dividends. Organizations such as PTA, American Association of University Women, women's service organizations, and women's clubs are interested in having home economists as speakers. Members of the staff have served on advisory committees and have worked cooperatively with the welfare department, health department, school districts, community action program committees, and other organizations. The college serves and is served in return.

Advisory committees of local business people have proved to be most helpful. They are eager to have well-trained employees and are ready to help the college to train them. Cooperative planning with employers can produce good occupational programs. Many of them are quite willing to make room in their organizations for trainees. Work experience is essential to any occupational program, and local business can make this possible.

Successful programs often can be equated with successful people. Administrators wishing to bolster or establish programs might seek staff members who invite administrative attention and involvement, who are professionally competent yet see their task as an interdepartmental undertaking, and who are willing to expend considerable energy in working with community agencies. Such people can implement the factors of success, as the Home Economics Department has proved at Bakersfield College.

ADDING FLEXIBILITY.

(Continued from page 14)

We feel that the uniquely designed classrooms and instructional areas which compose South Hills High School have no educational value in and of themselves. They are attractive, but empty, spaces that need to be *used* by students and teachers in order to give them worth. A high school is more than a mere collection of buildings. Its vitality lies in the hearts and minds of the people who inhabit it. We know that our task has just begun. Ahead lie evaluation, "debugging," and refinement of our flexible instructional program designed for public education in a changing world.

JERRY LEVENDOWSKI
SECTION EDITOR

Industrial Education Today

By Richard S. Nelson
Chief, Bureau of Industrial Education

Industrial education, an integral part of the total program of public education in California, has contributed significantly to the major objectives of education in the state. It is one of the leading educational programs in the state and in the nation; nearly one-quarter million persons were enrolled in industrial education (trade and technical) classes in California's public schools in 1964–65, an increase of 15 percent over the previous year (see chart).

Richard S. Nelson

California's population explosion has been partly responsible for the increased enrollment. The state's population has risen almost 50 percent in the last decade. But two other explosions are also of great importance to industrial educators. One is the employment explosion; now there are nearly seven million workers in the state. The other is the discovery explosion in industry: new materials, products, designs, production techniques, controls, and communications. In this explosive atmosphere, industrial education has become one of the most vital and mushrooming elements of the American educational system.

A mid-sixties statement of industrial education in California presents industrial education as a vital part of the educational, social, and economic life of the state and the nation—and human resources and natural resources as concerns of the nation in both defense and economy. To bring this statement up to date in this decade of change necessitates the addition of a statement of change, a philosophy of change, and an adjustment to change.

Understanding the framework in which industrial education is meeting this challenge requires a brief description of the areas in which industrial education operates. Traditionally, there are two major areas: (1) industrial arts education; and (2) trade and technical education, which were described at length in an article in *California Education* of June, 1965.

Industrial arts education deals primarily with developing certain habits, attitudes, and abilities desirable for all citizens of an industrial society, regardless of their vocations. Although industrial arts education has basic vocational value, it was developed in the schools as a phase of general education.

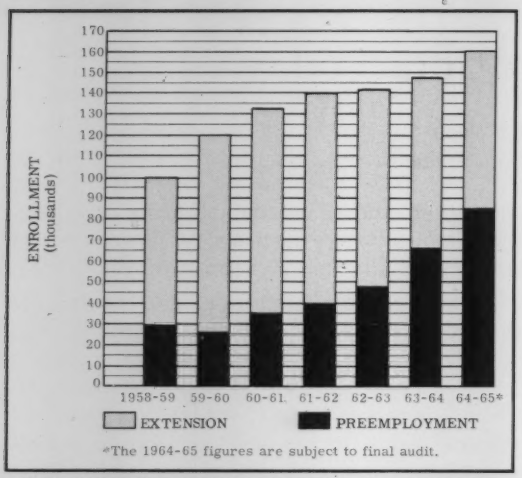
Like industrial arts education, trade and technical education obtains its instructional substance from industry, but its principal goal is to prepare students for gainful employment in industrial and health occupations.

Three fundamental considerations guide the activities of industrial education:

- First, industrial education should be an integrated program with two distinct purposes—general education and preparation for gainful employment in industrial occupations.
- Second, the role of industrial education is to emphasize the position and potential of industry in our society, a role both industrialists and educators should clearly recognize.
- Third, there is an evident need for constant vigor in keeping philosophy, organization, subject matter, facilities, and teacher selection and preparation in accord with contemporary industrial needs.

These three considerations indicate that major and minor principles are involved in providing industrial opportunities for Californians. Industrial educators have made certain assumptions, including the following:

- Industrial education is necessary to conserve and develop both human and natural resources.
- Industrial education is needed to meet the increased demand for skilled workers.
- Industrial education protects our national prosperity.
- Industrial education is an integral and vital part of the total educational program.
- Industrial education is necessary to prepare youth and adults for participation in their contemporary industrial society.



ENROLLMENT IN TRADE AND TECHNICAL PREEMPLOYMENT AND EXTENSION EDUCATION PROGRAMS, 1958-59 through 1964-65

There are, however, several misconceptions about industrial education for all occupations, and these should be identified:

- Industrial education cannot create jobs; but if jobs exist, industrial education can provide training for the jobs.
- Industrial education cannot cure the dropout problem in schools, but many potential dropouts can find new purpose for themselves through study in industrial education.
- Industrial education cannot transform the mental or social misfit and recast him into a technical genius and a model of virtue, but industrial education can provide the training and education in occupations for which these persons have aptitude and interest.
- Industrial education does not deny vocational students access to academic subjects; in fact, industrial education maintains that a sound basic education is an essential requirement for employment and has honored this point of view for nearly 50 years.

In spite of substantial accomplishment amid an atmosphere of public confidence, the sober fact remains that the total task of education for occupational proficiency can never be fully accomplished. The challenge is constant and formidable, an insistent spur to further achievement. The spiraling, ever-changing requirements of the old occupations and the unsatisfied demands for proficiency in the new occupations leave no room for complacency.

If California is to maintain its leadership in industrial development, vocational educators in the public schools of California must take a "new look" at their responsibility and design an educational program second to none in preparing the quality and quantity of the skilled manpower required by our economy.

The current trend toward automation has important implications for industrial education. Nowhere has automated technology advanced faster than in California, and nowhere will its effects be more in evidence. California vocational educators regard automation as of the utmost significance.

No one can foresee the exact outlines of the future for industrial education, but in California these general trends can be perceived now and acted upon in the years ahead:

- Our increasingly technical world will rely for progress on a highly trained work force of semiskilled and skilled workers and technicians supporting engineers and scientists.
- Additional educational opportunity must be made available for employed workers in all occupations so that they may be acquiring the technical skills and knowledge that will be required of them.
- Our program must reflect consideration of the industrial education needs of all groups, all ages, and all communities in the state.

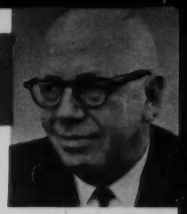
The cumulative effects of the population, employment, and industrial discovery explosions, plus the added impetus of federal aid, have provided students of industrial education in California with an ever-widening variety of course options. In recent years new courses have been added to the list which formerly contained only the traditional industrial education courses: automobile mechanics, drafting, machine shop, tool design, patternmaking, practical nursing, related instruction for indentured apprentices, carpentry, and welding. Electronics, for example, with the largest enrollment, heads the list, followed by communications, instrument calibration, dental assisting, technical writing, law enforcement, and a host of others, from air conditioning to x-ray technology—172 in all.

Activities relating to industrial education in California cover a wide range. Among the many activities last year were the following:

- The Fifth Annual Industrial Arts Exposition and Awards Program, sponsored by the California State Fair and Exposition, featured 850 entries displaying student skill and craftsmanship. These entries were selected through regional competition, and two-day, expense-paid trips to the exposition were awarded to 19 winners and their teachers.

(Continued on page 32)

ADMINISTRATION



RAY H. JOHNSON
SECTION EDITOR

Policy Guide on School Fallout Shelters

Since 1960, the Department of Education, through its Bureau of School Planning, has been working to resolve the problem of compatibility of fallout shelter space to school space. In its studies, the bureau has worked closely with the California Disaster Office and more recently with the Office of Civil Defense.

The first official statement regarding fallout shelter space was issued by the Department of Education on November 9, 1961. Further statements have since been made by the Department. In general, the Department's position on the matter of incorporating nuclear fallout protection in school building design was that provisions for fallout shelters are not compatible with the building's educational requirements, and, therefore, school facilities and shelter facilities should be separate.

This was a well-considered judgment based on the lack of consistency among experts as to what constituted adequate fallout protection. For example, in 1960 the Office of Civil and Defense Mobilization recommended a protection factor of 1,000 for fallout shelter space. (This ratio means that only 1/10 of 1 percent of the gamma radiation outside will penetrate the shelter.) School buildings would have to be constructed underground to achieve this protection factor. Later, when the Office of Civil Defense took over the administration of the program, the recommended protection factor was lowered to 100. Still later, the recommendation was a protection factor of 40 (2.5 percent of the external radiation will penetrate the building). This latest recommendation made it practical to consider incorporating fallout shelter capability in some areas of school building design.

The Office of Civil Defense contends that these changes in shelter design criteria were the result of continuing research and evaluation of nuclear test results by the Department of Defense, the Atomic Energy Commission, the Public Health Service, and other federal agencies and by its desire to set realistic goals for shelter achievement. The results of the technical research suggest that the Department of Education revise its policy statement to reflect the current position of the Office of Civil Defense which now supports a factor of 40 as acceptable for fallout protection in school buildings.

NOTE: This policy guide, prepared by the Department of Education, was approved by the State Board of Education at its February meeting.

The Department of Education continues to support the policy that fallout shelter capability should be incorporated into school plant design *only* if solutions can be found that do not compromise the educational criteria of good school planning. Most school planners recognize the obligation to design facilities so that progressive development of the educational program can take place during the useful life of the school. This can be accomplished only by a deliberate use of the concept of flexibility. Equally important is the search by school planners for criteria which will humanize the school plant and provide psychological comfort.

If a fallout shelter is to be incorporated into a school building, the shelter should be designed as a secondary use of space, subservient to the primary educational function. The requirements for fallout shelters should not dictate the design of a school to the extent of adversely affecting the school's usefulness as an institution of learning or its appearance.

The continuing search for ways to provide shelter capabilities without compromising school design has demonstrated that any discussion of shelters and schools must treat separately these three situations:

- Emergency shelters built in minimum time
- Shelter for existing school housing
- Shelter for new school housing

Emergency Shelters. School sites should be available for shelter construction when shelters are separate from the school plant and when they perform a *single function*—that of providing emergency shelter. Normally, shelter construction would be dependent on a critical emergency situation implemented on a national basis when time was extremely limited. The shelter would probably involve earth excava-

tion and the installation of mass-produced shells either wholly or partially underground.

Shelter for Existing School Housing. The Department of Education supports and encourages a program for increasing the amount of shelter in existing schools found to contain insufficient spaces. Dual-use facilities can be added. Such structures as indoor recreational facilities lend themselves well to this purpose. Whatever forms the solutions take, existing schools deficient in shelter must be given proper consideration. It is expected that 20 years from now, more than 50 percent of all school children will be housed in buildings that now exist.

Shelter for New School Housing. The Department of Education supports Office of Civil Defense programs for obtaining fallout shelter space where needed within a neighborhood or community. Long-range programs include all types of buildings; e.g., office buildings, churches, shopping centers, schools, and so forth. New school buildings should be designed using concepts developed by the Office of Civil Defense to increase fallout protection where this can be done without reducing the building's educational effectiveness.

The Department of Education reaffirms its policy that federal communications with public schools on fallout shelters should be channeled through the State Department of Education. Accordingly, any proposed federal participation in providing fallout shelters in schools should be within the established pattern of federal-state relationships and state coordination of local public education. Competent review by a state educational planning agency should be a requirement for any shelter program involving local schools.

Shelter capability, theoretically, can be added to a school plant with little or no compromise in the plant's ability to fulfill its educational, aesthetic, or psychological requirements, but it is unrealistic to believe that this generally can be done without affecting school costs. The Department of Education believes that extra expenditures—beyond the normal school construction costs—to provide shelter capacity are noneducational and are not legitimate charges against school tax or capital outlay funds. The Department of Education encourages a federal subsidy for shelter construction up to that amount of money required for reimbursement of *actual* shelter costs to the school district for school plant modifications or additions when achieved in cooperation with the Office of Civil Defense.

The Department of Education supports the position that no shelter program is adequate unless it provides protection for the total community.

If local school authorities choose to make a new school building's fallout-shelter capability a condition in the design, then the architect should consider gamma radiation shielding requirements in the preliminary design stages. He should consult a qualified fallout shelter analyst listed in the *National Directory of Architects and Engineers Qualified in Fallout Shelter Analysis*. This publication and further information may be obtained from a local Office of Civil Defense or from the Office of Civil Defense, Department of Defense, Washington, D.C.

Openings in Department

The following civil service positions in the State Department of Education will be filled by examination:

Title	*Monthly salary range*	*Filing date*
Chief, Bureau of Preschool Education Programs	$1,166–1,419	4/29/66
Education Administrative Consultant	1,008–1,225	5/20/66
Library Consultant, California State Library	829–1,008	5/20/66

For additional information regarding these openings, visit the Personnel Office of the State Department of Education, 721 Capitol Mall, Sacramento, or write Kenneth J. Sanger, State Personnel Board, 801 Capitol Mall, Sacramento, California 95814.

The Department of Education also has authorization to make temporary appointments for these positions:

Consultant in Business Education, Junior Colleges

Consultant in Junior College Facilities Utilization and Planning

Consultant in Public Service Occupations

Education Research and Evaluation Consultant

ANNE L. UPTON
SECTION EDITOR

San Diego's Career Information Center

By Richard E. Banister
Administrative Assistant, Special Services
San Diego County

How can students make intelligent vocational decisions in a society that has more than 20,000 different occupations? In an effort to solve this problem, the Office of the San Diego County Superintendent of Schools has established a regional center for the collection, synthesis, and dissemination of career information.

The idea of establishing a career information center originated with the San Diego County Coordinating Council for Vocational Education during the 1964–65 school year. The council, made up of representatives from large unified and high school districts, junior colleges, San Diego State College, the Office of the San Diego County Superintendent of Schools, and the California State Department of Employment, agreed that (1) the training of school counselors in the area of career planning was inadequate; (2) many school counselors were not able to keep up to date on occupational information; and (3) much of the occupation data being used in the schools were too technical for students to comprehend. Council members further agreed that the Office of the San Diego County Superintendent of Schools should explore the feasibility of establishing a career information center.

Objectives of the Center

The San Diego County Career Information Center which opened in February, 1965, has several objectives:

- To develop and expand a model system designed to collect and convert—and translate when necessary—up-to-date career and economic information
- To disseminate this information to counselors, vocational teachers, advisers, supervisors, and school administrators for use with students in the secondary schools of San Diego County
- To collect information which could be used by schools in studying vocational training needs
- To upgrade the skills and knowledge of school counselors through inservice programs
- To develop a center that can serve as a model for other regions wishing to offer similar services

Initially, the San Diego County Career Information Center was established as a pilot project funded in part by the Vocational Education Act of 1963. The center also depends upon support from community agencies and school districts as well as the Office of the San Diego County Superintendent of Schools. The codirectors of the project, Martin Gerstein and Richard Hoover, both guidance coordinators in San Diego County, work with many community agencies. Agencies playing a major role in this year's program are the California State Department of Employment, San Diego State College, and the Hospital Council of San Diego. During the current school year, six schools have participated in the program.

Phase One of the Project

The first phase of the project covers the period from February 1, 1965, to June 30, 1966, at which time it is hoped that a second developmental project will be undertaken to extend and improve the activities of the center. During phase one of the project, the prime concern has been the development of a system for the collection, synthesis, storage, retrieval, and dissemination of occupational information. The system was developed between February and December of 1965.

Initially, 55 occupations were identified to be dealt with by the center during phase one of the project. The occupations were all hospital service careers requiring less than a baccalaureate degree. Hospital service occupations were chosen for several reasons: (1) there was a need for more information about these kinds of jobs; (2) hospital services are a rapidly expanding field in San Diego; and (3) hospital service careers cover a broad range of occupational skills. The 55 selected careers included occupations in administration, admissions, personnel, purchasing, anesthesia and inhalation therapy, dietetics, pharmacy, radiology, medical record-keeping, social service, nursing service, rehabilitation, engineering and maintenance, housekeeping, and laundry.

In addition to collecting information on the 55 selected occupations from the traditional

Technician Maureen Stone reduces VIEWScripts *to microfilm size in the processor cameras (above) and checks an aperture card (right) before placing it in an aperture card copying machine.*

sources of occupational and labor market data, Mr. Gerstein and Mr. Hoover worked cooperatively with the State Department of Employment, training institutions, and the Hospital Council. During the spring of 1965, a survey was also taken of 1,000 high school students and 30 school counselors to determine what type of occupational information was thought to be most important to students. The survey pointed up the fact that students and counselors often disagree as to what is most important to know about an occupation. From the survey data, a rank order of the importance of the different kinds of occupational information was established.

The data gathered were written up in occupational briefs entitled *VIEWScripts*—Vocational Information for Education and Work. Written for students, each *VIEWScript* is four pages in length and is illustrated with pictures of workers engaged in each occupation. Each *VIEWScript* has two supplements. One is a bibliography of publications which give students additional information about the occupation. The other relates the occupation to the local community by providing a list of resource people students can contact for further information.

The next problem was to select a vehicle on which to record the information contained in the *VIEWScripts*. The microfilm aperture cards which were selected for use in the center are 3¼-inch by 7½-inch accounting data cards, with a rectangular window into which the microfilm is laminated. The *VIEWScripts* are placed in a microfilm processor camera and photographed. The camera uses the microfilm in the aperture as a negative. This negative aperture card is then used to make duplicate microfilm aperture card copies of the original.

The aperture card accommodates not only a picture of four reduced 8½-inch by 11-inch *VIEWScript* pages but also other information. It is keypunched to record: (1) the occupation title; (2) the California DOT Code; (3) suggested aptitude levels, as given by the GATB; (4) related school subject areas; (5) minimum education level required; (6) classification of occupation according to whether it deals with people, things, or ideas; (7) physical activity required by the job; (8) the critical environment of the occupation; (9) to whom the occupation is open; (10) special restrictions; (11) license required; (12) training available in San Diego County; (13) card designation (description, bibliography, or contact-person card); and (14) last date card was revised.

Phase Two of the Project

The second phase of the project began in December, 1965, and will continue until June 30 of this year. This phase involves six high schools in San Diego County. The center provided each participating school with one microfilm reader-printer, one microfilm reader, one flash filing tray for microfilm aperture card storage, two sets of 165 microfilm aperture cards, and two copies of *VIEWPOINT-1965*. (This is a publication compiled during the summer of 1965 after a group of nine counselors had spent six weeks in a workshop that took them into several community businesses where they worked in entry occupations for one month.)

During October, 1965, the counselors in the six schools were instructed in the use of the equipment and the interpretation of the *VIEWScript* aperture cards. The counselors in turn taught the students in their schools how to use the equipment. The project grant pays for the main-

tenance and servicing of the equipment in the schools.

The equipment is located in the counseling center at each school. During the first month the equipment was in the schools, students were *allowed* access to the cards and equipment. After the counselors became thoroughly familiar with the cards and equipment, students were *encouraged* to use them. In schools where counseling clerks were employed, they were trained to check out the *VIEWScript* aperture cards to individual students.

During the current school year, the following students have been encouraged to use the facilities and services: (1) all those in beginning psychology courses; (2) all who are medical service curriculum majors; (3) students in certain business programs; (4) students in certain trade programs; and (5) undecided students requesting career information.

Phase two of the project will include a detailed evaluation of the San Diego County Career Information Center. Several methods will be used in the evaluation:

- Each time a *VIEWScript* is used, the student will be asked to complete a brief checklist intended to determine the effectiveness of that particular card.
- Structured "compare and contrast" interviews will be conducted by staff members of the Office of The San Diego County Superintendent of Schools with individual students, groups of students, counselors, and advisers.
- Several classes in the health service curriculum in each school will be asked to react to printed copies of the information in their particular area of occupational training.
- Counselors, California Department of Employment personnel, national authorities in the area of vocational guidance, and community advisory personnel will take part in the evaluation.

The results of the evaluation will be available by July 1, 1966.

Phase Three of the Project

The activities of the Career Information Center for the 1966–67 school year will include the following:

- A *VIEWScript* will be prepared for every nonbaccalaureate occupation for which training is available in the public schools of San Diego County.
- A workshop in entry occupations will be offered for the inservice training of school counselors during the summer of 1966. Business, industry, and government will cooperate to provide experiences similar to those which entry workers encounter.
- A major follow-up study of graduates of local secondary school technical and vocational training programs will be made to determine their perceptions of the training they received during their school careers.
- The number of schools served by the center will be expanded to include 12 San Diego area schools, increasing the number of students to be served from the present 10,000 to over 20,000.

Potential of the Center

The ultimate potential of the Career Information Center has not yet been determined, but it does not take a great deal of imagination to visualize the potentials of a center such as the one in San Diego County. The unique contribution of the center is the method used to store, disseminate, and retrieve occupational information. The aperture cards, which lend themselves to easy updating of information, assure that students can always have at their fingertips information which is current and which describes the local situation as well as the national picture.

Sometime in the near future it will be possible for a counselor in a school in San Diego County to request a list of possible occupations a particular student might investigate. These occupations would be identified on the basis of the student's test scores and other pertinent infor-

(Continued on page 32)

Student Diane Horrell selects VIEWScripts *on occupations which interest her and inserts the* VIEWScripts *into a microfilm reader. On another machine she can print large copies to use for further study.*

THEODORE R. SMITH
SECTION EDITOR

NEWS AND NOTES

From the Meetings of the Board

JC QUARTER SYSTEM—The State Board of Education has adopted the necessary regulations which give any school district maintaining a junior college the right to divide the college year into quarters instead of semesters if it so chooses (see sections 995–98 of the California Administrative Code, Title 5).

Chabot College of the South County Joint Junior College District will be the first California two-year college to switch to the quarter system. It will begin using the quarter plan next fall. Chabot College was prompted to abandon the semester system because of its proximity to Stanford University and California State College at Hayward, which operate on a quarter basis and educate many students transferring from Chabot College. In addition, the University of California at Berkeley is nearby, and it will also convert to the quarter system next fall.

Paul F. Lawrence, Associate Superintendent of Public Instruction, said junior colleges will undoubtedly feel the impact of the switch by the University of California and the state colleges to the quarter system. The Coordinating Council for Higher Education has asked the four-year institutions to switch to the quarter system by 1970-71.

Board members generally agreed that high schools may also have to adopt the quarter system if it becomes the dominant pattern among institutions of higher learning.

SCHOOL DISTRICT ORGANIZATION—The Board has approved the formation of a new junior college district in Los Angeles County comprising the territory of the Pasadena City Junior College District, Arcadia Unified School District, and San Marino Unified School District.

Following reports from review committees on school district organization, the Board approved the formation of three unified districts in San Mateo County comprising the areas of (1) the Sequoia Union High School District; (2) the San Mateo Union High School District; and (3) the Jefferson Union High School District.

The Board approved a new master plan for school district organization for Calaveras County. It also approved a petition of the Mendocino County Board of Education to assume the duties of the Mendocino County Committee on School District Organization (see Education Code sections 3161–63).

BOARD OF EDUCATION MEETINGS

April 14–15—Auditorium, State Resources Building, 1416 Ninth Street, Sacramento; meetings begin at 9 a.m.

May 12–13, Room 1138, Junipero Serra Building, 107 South Broadway, Los Angeles

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SCHOOL FALLOUT SHELTERS—Because the recommended fallout protection factor has been reduced to a point that makes it practical to incorporate fallout shelter capability in some areas of school design, the Department has recommended and the Board has adopted a revised policy statement on fallout shelters in schools. The first official statement regarding shelters was made on November 9, 1961.

The new policy incorporates the following salient points:

- School districts should consider including fallout protection in new construction.
- The fallout protection should not impair the use of the facility for educational purposes.
- The additional cost of including fallout protection in school facilities should be funded with other than school monies.

NOTE: For the complete text of the new policy statement, see the Administration Section in this issue.

JC CREDENTIALS—The Board has deleted the general and professional education requirements for the standards junior college teaching credential (see Section 6200 of the California Administrative Code, Title 5, as amended).

The Board has also made provision for granting the standard junior college teaching credential on a partial fulfillment basis to persons who do not have master's degrees but who are enrolled in a doctoral program in a subject matter area and have completed the work

equivalent to a master's degree (see Section 6220 of Title 5 as amended).

CREDENTIALS—Upon the recommendation of the Superintendent of Public Instruction and the Bureau of Teacher Education and Certification, the Board has taken a series of actions designed to bring into line with 1965 legislation several sections of Title 5 of the California Administrative Code which relate to the licensing of certificated personnel. Some of the amended code sections and the effects of the State Board's actions follow:

- *6136.* Extends and changes the authorized combination of subjects for an interdepartmental major for the standard elementary teaching credential
- *6142.* Provides a schedule for the completion of renewal requirements for those persons holding a standard elementary teaching credential on a partial fulfillment of requirements basis
- *6145, 6185, 6195,* and *6225.* Defines the combinations of majors and minors acceptable for the standard elementary teaching credential (6445); the standard secondary teaching credential issued on a partial fulfillment of requirements basis (6185 and 6195); and the standard junior college teaching credential issued on a partial fulfillment of requirements basis (6225)
- *6165.* Clarifies the nature of the two minors required of those persons who have a nonteaching major and seek the standard secondary teaching credential; requires 12 of the 20 units of each minor to be in one subject
- *6250.* Changes the requirements for specialized preparation in librarianship for standard teaching credentials by permitting (1) one year of professional library experience to constitute the specialized preparation; and (2) the one half year of school librarianship experience authorized in lieu of directed field work to be without supervision

SUBJECTS DEFINED—To define more specifically what the Education Code, in certain of its provisions relating to credentials, means by subject matter areas "commonly taught" in the public schools, the Board has identified the areas.

According to the new subsections added to Section 6102 of the California Administrative Code, Title 5, the following are subject matter areas commonly taught in the elementary schools: "the humanities, social sciences, natural sciences, mathematics, fine arts, health science, home economics, industrial arts, physical education, fire prevention and public safety and accident prevention, or any of the various components thereof."

The subject matter areas commonly taught in the high schools are those listed for the elementary schools and in addition, the following: "agricultural science, business education, driver education, journalism, military science, and vocational trade and technical subjects or any of the various components thereof."

The subject matter areas commonly taught in the junior colleges are those listed for the elementary and high schools and, in addition, the following: "engineering, law, nursing education, natural and behavioral sciences basic to the professions or any of the various components thereof."

PRESCHOOL EDUCATION—The McAteer Act provides that school districts may operate compensatory preschool educational programs with federal funds; thus, it has become the implementing vehicle for the compensatory education features of the Elementary and Secondary Education Act of 1965. The McAteer Act also provides that such preschool compensatory programs will be operated in accordance with the educational standards adopted by the State Board of Education for a law authored by Assembly Speaker Jesse M. Unruh (AB 1331)—a law designed to give special help to disadvantaged children before they enter school.

Sections 8000–20 of the California Administrative Code, Title 5, which have been adopted by the Board, are the educational standards that govern preschool educational programs for children from disadvantaged families as provided by Speaker Unruh's bill (Chapter 1248, Statutes of 1965).

MATH BOOKS—The adoption period for current mathematics textbooks for grades one, two, and seven has been extended one year. Thus, the adoption period for all mathematics books, grades one through eight, will now expire on June 30, 1969.

JUNIOR COLLEGE CREDIT—The governing board of a district maintaining a junior college may now grant credit for a course by examination. However, the student receiving the credit must be registered at the college, he must be in "good standing," and the credit

given must not exceed that listed for the course (see Section 131.7 of the California Administrative Code, Title 5).

ASSOCIATION APPROVED—On the recommendation of the Superintendent, the Board approved the California Aerospace Education Association for membership by schools and county superintendents of schools for the school years 1965–66 through 1967–68 (see Education Code Section 1072).

INDUSTRIAL EDUCATION

(Continued from page 24)

- The trade-technical teacher education program effectively utilized team teaching, programmed instruction, traditional total-group instruction, and small-group interaction methods as a part of the two-year summer session program.
- The isolated apprentice program conducted by the bureau for students living more than 50 miles from organized classes was expanded from approximately 12 apprentices a few years ago to 75. A master teacher helped instructors of isolated apprentices evaluate their correspondence lessons and their teaching methods.
- A statewide program of occupational competency examinations was conducted for all trade and technical teachers.
- A nationwide study of the aviation mechanic's occupation among 8,053 mechanics was directed to determine current educational needs of this occupation.
- Assistance was given in the development of three area vocational schools in the state.

Industrial education is an application of the basic concept that the individual, if he is to function effectively in a democratic society, needs to be able to think, act, and contribute, and to make decisions about the future of the society. A principal concern has been to acquaint the student with the salient features of our industrial society so he may participate effectively in it as a consumer, prepare for industrial employment, and safeguard such employment by developing skills and knowledge for a given occupation.

Worthwhile employment is a necessary ingredient of effective democratic participation. Good citizenship and full employment go hand in hand. It is the responsibility of industrial educators to join those hands with a dynamic and efficient program of industrial education.

Curriculum Commission Activities

TEXTBOOK ADOPTIONS—The State Curriculum Commission met March 30 through April 1 at Newport Beach to make its recommendations for the state adoption of textbooks in science, grades one through eight; health, grades one through eight; social sciences, grades two and three; and history, geography, civics, and related social sciences, grades five and eight. After the commission has made its recommendations, this schedule of adoption activities will be followed:

- April 20—Preparation by the Department of Education of a report on the cost of acquiring the recommended textbooks and transmittal of the report to the State Board of Education and the Curriculum Commission.
- April 11–May 12—Placement of recommended textbooks in ten libraries so that they may be reviewed by the public
- May 12–13—Public hearing and adoption of textbooks by the Board of Education
- May 13–June 30—Preparation and signing of contracts

SAN DIEGO'S CENTER

(Continued from page 29)

mation available to the counselor. After the student's data are fed into the computer at the Office of the San Diego County Superintendent of Schools, the computer will print a list of possible careers for that student to investigate. The counselor may mail the data on the student one day and receive the list the next day. Sometime in the near future he may use a teletype hookup to feed data to the computer from the counseling center in the school and receive an answer to his inquiry in a matter of seconds.

The San Diego County Career Information Center is designed to help students make intelligent vocational decisions in a society in which there are over 20,000 potential careers from which to choose. Combining a system of classifying abilities, aptitudes, and interests of students with a system of data storage, retrieval, and dissemination makes it possible to reduce some of the elements of chance when students investigate careers. It is also hoped that the center will help students make more intelligent decisions when deciding upon their future occupation.

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CALIFORNIA EDUCATION

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Calendar of Educational Meetings—April and May, 1966

April

1-2—California Association of Secondary School Curriculum Coordinators, Annual Conference; St. Francis Hotel, San Francisco

1-3—California Home Economics Association, Assembly of Delegates; El Dorado Hotel, Sacramento

1-5—California Association for Health, Physical Education, and Recreation, Annual State Conference; Del Webb's TowneHouse, Fresno

2-3—California Association of Secondary School Administrators, Representative Council and Executive Board; San Francisco

3-5—California Association of Secondary School Administrators, Annual Conference; Hilton Hotel, San Francisco *

3-5—California Business Education Association, Convention; Riviera Hotel, Palm Springs

3-5—California School Food Service Association, Conference; Statler-Hilton Hotel, Los Angeles

3-6—California Elementary School Administrators Association Conference; Biltmore Hotel, Los Angeles *

3-6—Pacific Arts Association, Biennial Conference; Asilomar Conference Grounds, Pacific Grove

3-8—California Association for Childhood Education, ACEI Study Conference; Palmer House, Chicago

4-5—California Junior College Association, Spring Conference; Hacienda Hotel, Bakersfield

5-6—California Driver Education Association, State Conference; Ambassador Hotel, Los Angeles

13-15—California Conference on Apprenticeship, Fourth Biennial Conference; Statler-Hilton Hotel, Los Angeles

13-16—American Orthopyschiatric Association, 43rd Annual Meeting; Hilton and Jack Tar hotels, San Francisco

14-15—State Board of Education; Auditorium, State Resources Building, 1416 Ninth Street, Sacramento

15-16—California Folklore Society, Western Folklore Conference; University of California, Davis

15-17—Association for Outdoor Education, Inc., 12th Annual Conference; The Salvation Army Mountain Crags Camp, Calabasas

16—Elementary School Science Association, Spring Conference; Henry Gunn High School, Palo Alto

17-23—National Library Week. Dual Themes: "Know What You're Talking About—Read" and "Keep Growing—Read"

21—Elementary School Science Association of Northern California, Spring Conference; Henry Gunn High School, Palo Alto

21-22—Accrediting Commission for Secondary Schools, Western Association of Schools and Colleges; CTA Building, Burlingame

21-24—California Council for Retarded Children (CCRC), Annual Convention; Hacienda Hotel, Fresno

22-23—Student California Teachers Association, Annual Executive Council; International Inn, Los Angeles

23—California Association of Christian Schools, 3rd Annual Spring Seminar; Westminster Christian School, Westminster

23—Compensatory Education Conference; California Junior High School Auditorium, 2991 Land Park Drive, Sacramento

24-28—Department of Audio-Visual Instruction, National Education Association, Conference; Community Concourse, San Diego

25-29—Public Schools Week. Theme: Keep America Strong—Support Your Public Schools

29-30—Conference on Teaching the Bill of Rights, cosponsored by the Board of Education, the Constitutional Rights Foundation, and the California Teachers Association; Ambassador Hotel, Los Angeles

29-May 1—California Association of Women Deans and Vice-Principals, Central Region; Yosemite

May

1—Loyalty Day in California Schools

1-2—California Congress of Parents and Teachers, Inc., Board of Managers' Meeting; Sheraton-Palace Hotel, San Francisco

3-5—California Congress of Parents and Teachers, Inc., 67th State Convention; San Francisco

4-6—Future Farmers of America, California Association, Annual State FFA Convention; California State Polytechnic College, San Luis Obispo

5-7—California Association of Work Experience Educators, State Convention; Hilton Hotel, San Francisco

5-7—Council for Exceptional Children, California State Federation Annual Convention; Hacienda Hotel, Fresno

6—California Administrators of Special Education at State Convention of Council for Exceptional Children; Hacienda Hotel, Fresno

6-7—California Council of Business Schools, Annual Meeting; Canyon Inn, Palm Springs

6-7—California Teachers Association, Conference on Higher Education; Ambassador Hotel, Los Angeles

7—California Association of School Librarians, Southern Section Meeting; Town and Country Hotel, San Diego

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* *Meeting called by the Superintendent of Public Instruction*